

MINUTES OF A MEETING OF THE UNIVERSITY SENATE

May 8, 1964

The University Senate was called to order by President Carroll at 2 pm, Friday, May 8, 1964. Inasmuch as the minutes of the previous meeting had been distributed, they were not read, and were approved without objection.

President Carroll made several announcements:

1. Dr. John F. Latimer has been appointed Director of a new Office of Foreign Student Affairs beginning in September. The Director of the new office will be responsible for general orientation for all foreign students entering the University; he will co-ordinate academic advisement for foreign students in the schools and colleges; and will serve as the University liaison officer with Fulbright scholars.

The Director of Foreign Student Affairs will, in addition, serve as University liaison official for foreign student affairs with a number of other organizations including area universities, the Institute of International Education, foreign embassies, the Department of State, the Immigration Service, the Foreign Student Service Council, and the International Student House in Washington. Dr. Latimer will continue to serve as University Marshal.

2. Professor Alan T. Deibert is retiring from all active University service on August 31, 1964. He has been Professor Emeritus of Romance Languages in Residence since September, 1959. President Carroll expressed his deep appreciation to Professor Deibert for his devoted and exceedingly effective service as Adviser to Students from Foreign Countries for the past thirty-three years. The President stated that Professor Deibert plans to establish his retirement residence in Southern California.
3. Professor Harold F. Bright has been selected as Associate Dean of Faculties. President Carroll stated that Professor Bright's career includes two periods of service to The George Washington University: from 1952 to 1956 he served the Human Resources Research Office, first as a Project Leader, later as Senior Research Scientist, then as Acting Associate Director, and finally as Deputy Director of HumRRO; and since 1958 he has been Professor of Statistics and Chairman of the Department. The President stated that the appointment was recommended to the Board of Trustees with the body of the Senate Executive Committee and after consultation with the academic deans.
4. As provided in the University Code and beginning September 1, 1964, there will be available, upon request, a physical examination without charge to all faculty members. This program is under the direction of Dr. Richard Castell, University Physician, and full information will be issued to all members of the faculty in September.

Both Dean Latimer and Professor Bright acknowledged their new appointments.

Mr. Wolfgang H. Kraus, Chairman of the Executive Committee, was then called upon. On behalf of the University Senate, he presented the following Resolution of Appreciation to Dean of Faculties Oswald S. Colclough:

"As Dean of The Law School, as Dean of Faculties, as Acting President, and again as Dean of Faculties and Provost, Oswald S. Colclough has rendered distinguished service to The George Washington University and to this body.

He has demonstrated through his example the possibility of successively pursuing two honorable and exacting careers in one lifetime, and of obtaining in both the highest level of achievement.

As the Admiral's colleagues and associates in his academic reincarnation we cherish him for his demonstrated willingness to learn and widen his horizon at an age at which most men tend to grow rigid and incurious, for his unstinting effort and vigorous leadership in academic matters, and for his friendship and humanity.

In the name of the Faculty, the University Senate expresses its gratitude and appreciation to Oswald S. Colclough in bidding him farewell for what will doubtless prove to be his third career."

The University Senate rose as a body and saluted Dean Colclough with its applause. Both President Carroll and Mr. Kraus offered their personal congratulations to Dean Colclough.

Mr. Howard M. Merriman, Chairman of the Nominating Committee, moved the adoption of the Committee report presenting nominees for membership on the Executive Committee for the academic year 1964-65, as follows:

Raymond R. Fox
David E. Seidelson
Charles S. Wise
Reuben E. Wood
Wolfgang H. Kraus, Chairman

Mr. Crafton seconded the motion. The report was unanimously approved by the Senate. President Carroll welcomed the new members to their responsibilities. He congratulated Mr. Kraus upon his re-election as Chairman and the wisdom of the Nominating Committee for including an element of continuity in its membership.

Mr. Kraus introduced and welcomed the newly elected Senate members who were present: Messrs. Finan, Fox and Sharpe. Messrs. Heller and Reesing and Miss Coleman, who were unavoidably absent, will be welcomed at the first meeting in the fall.

The next agenda item was the report of the Committee on Athletics. Mr. David E. Seidelson, Chairman, moved that the Minority Report be received. Mr. Weaver seconded the motion and it was approved. Mr. Seidelson then moved that the Senate adopt the Recommendations of the Committee's Majority Report. Mr. Davison seconded the motion and general discussion followed.

Mr. Weaver then moved that consideration of this whole matter be postponed and that both the Majority and the Minority Reports be submitted to next year's Athletic Committee for further investigation and fact-finding. Dr. Wise seconded the motion.

After discussion, Dr. Wise moved a substitute motion that the Executive Committee be directed to appoint an ad hoc committee consisting, among others, of representatives of the Committees on University Objectives, Scholarship, and Athletics to study and further investigate the matter. Dr. Miller seconded this motion. Mr. Highfill moved to amend Dr. Wise's motion to include a representative from the Committee on Educational Policy. Dr. Miller seconded the motion and it was approved by voice vote.

Professor Weaver then called for the question and by secret ballot it was carried 13 yeas to 11 nays.

The amended substitute motion: that the Executive Committee be directed to appoint an ad hoc committee consisting, among others, of representatives of the Committees on University Objectives, Scholarship, Athletics and Educational Policy to study and further investigate the matter of intercollegiate athletics, resulted in a 12-12 tie by secret ballot. President Carroll, as Chairman, cast a ballot in favor of the motion.

Chairman Seidelson expressed his deep appreciation to all members of the Committee on Athletics for their work during the past year.

The next item on the agenda was the Report of the Committee on University Objectives. Chairman Hugh L. LeBlanc summarized the recommendations of its report and moved its acceptance as follows:

"It is the opinion of your committee that (1) definite steps should be taken to improve further the quality of our undergraduate students; (2) undergraduate enrollment should be held at or near its present level unless it is clearly demonstrable that a program has the faculty and facilities to provide superior instruction for an increased enrollment; and (3) its next task is to examine the implications of the quite evident trend towards a full-time undergraduate student body."

Mr. Eastin seconded this motion. Mr. Ojalvo suggested including the phrase "and other appropriate measures;" to be inserted in the text of Section 1 following the phrase "scores on Scholastic Aptitude Tests;." This was acceptable to Mr. LeBlanc and the motion was carried with the accepted change.

President Carroll announced that The George Washington University has received the following grants: from the National Science Foundation, five grants to be matched by the University (Botany \$3,990; Chemistry \$11,140; Physics \$15,780; and two in Engineering and Applied Science \$16,430 for a total of \$47,340). The National Science Foundation wanted to note unofficially that it is uncommon for any one university to receive five such awards in one year and also commended the Department of Physics for its proposal which was one of the best prepared in the country; and from the Kellogg Foundation a grant approximating \$200,000 in support of the Program in Hospital Administration and Health Care Administration.

President Carroll also stated that a grant from NASA for \$300,000 to support work on the implications of science and technology investments on the part of government is in process. President Carroll congratulated Deans Burns, Mason and Mayo and their colleagues for their effective work with Vice President Brown and him on this matter.

Mr. John L. Finan, Chairman of the Committee on Research, then commented briefly on his Committee's report included in the sheaf of Annual Reports previously distributed. After discussion, he moved and it was seconded that the Senate receive the report.

Mr. Philip H. Highfill then moved that the other written Annual Reports of the University Senate's Committees be received by the Senate without comment. This was approved.

President Carroll referred to two committee reports, action on which has already been taken or is under way. The recommendations, as submitted by the Committee on Scholarships, will be reviewed at the June meeting of the Board of Trustees and will be incorporated in next year's selective process, if approved. Some of the recommendations made in the report of the Committee on Public Ceremonies will be put into effect this June.

President Carroll announced that honorary degree recipients at the June Commencement will be:

Dwight David Eisenhower
Doctor of Public Service

Clark Kerr
Doctor of Humane Letters

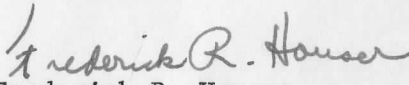
Edward Bernard Bunn, S. J.
Doctor of Humane Letters

Benjamin Coppage Willis
Doctor of Public Service

Mr. Kraus announced that the student speaker for June had not as yet been selected; a choice has been narrowed to two young men and a decision would be reached shortly by the Executive Committee of the Senate.

President Carroll then thanked all the members of the Senate committees for their work during the year and extended his best wishes for a productive and enjoyable summer.

The meeting was adjourned at 4:30 pm.


Frederick R. Houser
Secretary to the Senate

ANNUAL REPORTS
OF
COMMITTEES OF THE UNIVERSITY SENATE

The George Washington University

May, 1964

THE EXECUTIVE COMMITTEE

The completion of the fourth academic year in the life of the University Senate is a good opportunity for taking stock. Your Executive Committee is satisfied that the Senate's record for the current year is substantial. While it may not bear out the most sanguine hopes of our founding fathers, it shows evidence of genuine progress and solid achievement. As was pointed out in the Final Report for 1963, the Senate's contribution cannot be evaluated on the basis of particular actions alone. It continues to demonstrate its growing stature through the frank and active exchange of views between the representatives of various parts of the University and between Faculty and Administration. The imponderable benefits of this continuing discourse to the development of a University esprit de corps will be more widely appreciated as time goes on.

At the conclusion of the academic year, the Senate offers its resolution of appreciation to Oswald S. Colclough upon his retirement from active duty in the University. He has served the University and this body with distinction. At the same time, the outgoing Executive Committee salutes the incoming Dean of Faculties, John Anthony Brown, and extends to him its good wishes upon his transition to a new sphere of activity. It is pleased to record that its Chairman, as a member of an advisory committee designated by President Carroll, had an opportunity to participate in this choice. This we regard as an auspicious omen for the further growth of the faculty's share in the functioning of University government, both in a formal and an informal way.

We regard the report of the Committee on Professional Ethics and Academic Freedom (Chairman: J. Forrester Davison) as the Senate's most signal practical achievement of this year, the culmination of a long period of devoted work by successive Committees and of the Senate as a whole. Especially in the later stages of its drafting, there was much give and take among the Committee, President Carroll, and members of the Board of Trustees. Partly as a result, the final recommendations on the Revision of the Faculty Code were based on a solid understanding on the major points among all concerned. The report was adopted by the Senate on January 17, 1964, presented to the Faculty Assembly and adopted by it on February 19, 1964. With approval by the Board of Trustees at its meeting on March 19, 1964 upon the recommendation of the President, the report became part of the Faculty Code which will go into effect in its revised form at the beginning of the academic year, 1964-65. We are satisfied that it constitutes an important and beneficial piece of University legislation, the fruit of patient and cooperative effort.

Another major problem was attacked by the Committee on Athletics (Chairman: David E. Seidelson) which vigorously carried on its precursor Committee's unfinished business. While it did not succeed in reaching a unanimous decision on its recommendations, the Majority has presented us with a judicious report. A dissenting Minority report is to be in the hands of the Senate before its May meeting. It is hoped that Senate action on this controversial and sensitive subject may still be possible before the end of the academic year.

The following paragraph which was accidentally omitted from the Executive Committee's Report should be inserted as the third paragraph on Page 2 of that report:

The Committee on University Objectives (Chairman: Hugh L. LeBlanc) turning its attention to some concrete questions and assumptions of academic policy before the University, has given consideration to the quality and structure of our changing student body. Its findings and recommendations are likely to provoke fruitful discussion. This also applies to the significant considerations of University policy which the Committee on Research (Chairman: John L. Finan) submits to the Senate in its final report.

Among other significant activities of Senate Committees which reached the point of Senate action was the report of the Scholarship Committee (Chairman: William L. Turner), recommending the establishment of a central University Office for Student Financial Aid and the awarding of financial benefits under the Trustee Scholarships in accordance with need. Both of these recommendations were approved by the Senate.

The Committee on Educational Policy (Chairman: Philip H. Highfill) continues a study of the College of General Studies in which it cooperates with an administrative committee of the University. This Committee has been charged with a broad range of subjects. As in the case of some other Senate Committees, this makes it difficult to prepare recommendations for appropriate Senate action in the short span of one academic year, especially in areas in which the facts are complex and sharp differences of opinion are known to exist. However, its examination of the problem of an honors program has led this Committee to conclude that at least for the present, a formal University honors program should not be initiated.

The Committee on Appointment, Salary and Promotion Policies (Chairman: Morris S. Ojalvo) continues to concern itself with problems of retirement benefits, disability insurance and the salary structure.

The Committee on Physical Facilities (Chairman: Geza Teleki) has expressed a strong concern for the aesthetic qualities of the University setting as an essential part of our educational environment.

The Committee on Public Ceremonies and Assemblies offers certain recommendations with respect to Commencement and Convocation protocol on which the Senate has thus far had no opportunity to act.

Among the valuable innovations of Senate work during this academic year has been a series of reports made by University administrative officials on their particular areas of concern. Vice President Brown gave an overview of University planning problems, while Deans Angel, Hamblin, Nutting, Parks and Woodruff offered the Senate informative discussions of their respective Schools' activities and progress. All of these reports were followed by active discussion which demonstrated the usefulness of such communications.

Although the Faculty Plan Review Committee (Chairman: Reuben E. Wood) is not a Committee of the Senate, we wish to direct attention to its thoughtful and constructive recommendations which were presented for action to the Faculty Assembly. We record our regret that the lack of a quorum on two successive occasions prevented that body from taking appropriate action. The Senate, to help remedy that problem, has unanimously supported a recommendation to lower the quorum requirements of the Faculty Assembly for these purposes and hopes that the Assembly will act with dispatch next fall.

Respectfully submitted,

Roderic H. Davison
John Kaye
David B. Weaver
Charles S. Wise
Wolfgang H. Kraus, Chairman

Thomas H. Carroll, ex officio

ADMINISTRATIVE MATTERS AS THEY AFFECT THE FACULTY

The Committee has concerned itself during 1963-4 with exploring ways by which relationships between faculty and administrative staff might be improved and faculty needs met in a more appropriate way. As a means of doing this, it is conducting a series of voluntary meetings between faculty and selected administrative staff to discuss major problem areas. Two such meetings, one with the Registrar and one with the Business Manager, have already been held and one more has been scheduled.

Recommendations to the University Senate are being prepared as the result of these and will be submitted before the end of the academic year.

The Committee has agreed additionally that a program for the orientation of new faculty members should be undertaken in advance of the opening of the fall semester. This orientation would probably not be longer than a day's duration but it would enable the new member of the faculty to meet and become acquainted with such University officers as the Treasurer, the Comptroller, the Registrar, the Director of Admissions, the University Business Manager, and others as appropriate.

An orientation is currently conducted for clerical and other employees of the University, but it is as important that there be one for those on the instructional staff. The Committee is of the view that the responsibility for organizing and arranging this orientation program should belong to the office of Dean of Faculties.

In view of the large number of part-time instructors, efforts should be made to provide them with similar orientation, although not at the same time. Accordingly, a Saturday morning session involving appropriate administrative officials is recommended in advance of registration.

Respectfully submitted,

Franklin D. Cooper
Robert E. Cronin
Joseph L. Metivier, Jr.
Carol R. St. Cyr
David J. Sharpe
David S. Brown, Chairman

William D. Johnson, ex officio

ADMISSIONS AND ADVANCED STANDING

In a series of joint meetings with the University Committee on Admissions and Advanced Standing, the Senate Committee has explored a number of problems and plans continuing study of some of them in future meetings. We wish now to report on two.

1. The granting of credit toward the Master's degree for work done during registration in the University Division.

The Committees recognize and strongly approve the value of the University Division for mature students who want to take individual courses but who do not intend to apply for an advanced degree.

They deplore, however, the tendency of students who would probably not be accepted directly as candidates for the Master's degree to enter the University Division as a backdoor to admission; both the Dean of the University Division and the Director of Admissions concur with the Committees' disapproval of the practice.

We disapprove for several reasons: (a) The apparent laxity of the University's admissions standards on the Master's level reflects on the University's local reputation; (b) The presence of poorly qualified students in graduate classes has a direct effect on those classes; (c) If credit is ultimately granted for work done piecemeal through the University Division, established time limits on the completion of work for the Master's degree are informally extended, often for the type of student whose weaknesses led to establishment of time limits in the first place; (d) Lacking departmental advisers, graduate students enrolled in the University Division work outside of a planned program and without departmental supervision.

As a deterrent, both Committees tend to favor a University-wide policy of refusing to accept credit toward the Master's degree for work done under the University Division, though some would prefer the general adoption of a set fee for the degree, as in Engineering.

No University-wide policy, however, seems likely to meet general agreement at the moment. Without making any recommendation, the Committees wish to call the attention of the Senate to the problem.

2. The modification of our present deadlines for receipt of applications for admission to degree candidacy. (Catalogue, p. 18)

Although many applications are received by the Admissions Office throughout the year, many are received at or near the deadline dates, which currently are two weeks or less before registration. The last minute workload is consequently very heavy, and of necessity some judgments must be hastily made and many potential students must wait for the decision up to or past the registration dates of other colleges. Under those circumstances we may alienate potential students or their parents.

Applicants for admission to candidacy for the Master's degree are particularly disserved. There should be a longer period than is now available for the completion of credentials, for the forwarding of these credentials to departmental committees, for the evaluation of applicants by these committees, and for notifying applicants of acceptance or rejection.

We accordingly recommend that the deadline for filing applications for admission or readmission to degree candidacy (p. 18, Catalogue) be modified as follows:

No application will be considered after August 1 for the fall semester, December 1 for the spring semester, May 1 for the first Summer Session, or June 10 for the second Summer Session except in extraordinary circumstances, at the discretion of the Director of Admissions.

(The present dates are September 1, January 10, June 1, and July 1.)

Respectfully submitted,

Vincent J. DeAngelis
John M. Harrison
Francis E. Johnston
Arnold C. Meltzer
Robert C. Vincent
Robert H. Moore, Chairman

Joseph H. Ruth, ex officio

APPOINTMENT, SALARY AND PROMOTION POLICIES (INCLUDING FRINGE BENEFITS)

As in the previous year, each Committee member volunteered for a specific assignment in an area of the Committee's activities:

- E. H. Johnson (Statistics) - Chairman of the Sub-Committee on Retirement
- Waldo Sommers (Public Administration) - Disability insurance
- D. C. Kline (Art) - Graduate school scholarships for faculty children
- R. E. Baker (Education) - Salary structure and criteria for appointments and promotions
- M. S. Ojalvo (Engineering) - Implementation of the University Code provision for annual physical examinations and publicizing the fringe benefits available to our faculty

The Sub-Committee on Retirement will report separately.

Mr. H. J. Cantini of the Treasurer's Office has developed a proposal for the addition of disability insurance to existing coverage. The Administration has the proposal and accompanying data under active consideration.

Mr. Kline's investigation has shown that not much has been done by other universities in providing graduate school scholarships for faculty children. Therefore, it was decided not to pursue this area of fringe benefits for the present.

Both Mr. Baker and Mr. Ojalvo have met with the Committee on Faculty Performance and Development (Mr. Charles R. Naeser, Chairman) in their considerations of criteria for promotion. We have deferred direct action in this area to Mr. Naeser's Committee, but are keeping informed of their work and are prepared to cooperate with them as needed.

In the matter of salary structure, our Committee will continue to work with Vice President J. A. Brown who has accumulated much data on faculty salaries, particularly in institutions similar to ours. One possible objective may be the establishment of minimum salaries for each academic rank.

We have discussed the new summer school salary structure with Dean C. W. Cole and have satisfied ourselves that some apparent inequities are known and that they are being resolved on an individual basis.

Cost data have been accumulated, with the aid of Dr. R. B. Castell, so that the University Code provision for an annual physical examination may be implemented. This fringe benefit is also under active consideration by the Administration.

In a memorandum to deans and department chairmen, dated February 13, 1964, Provost O. S. Colclough provided information regarding seven major non-salary benefits available to faculty members. These are:

- Retirement Annuity Plan
- Group Hospitalization insurance
- Major medical expense insurance
- Group Life Insurance
- Scholarships for faculty children
- Doctoral tuition fees
- Sabbatical leave

The thought was expressed that, in addition to informing present colleagues, this listing may be of interest to prospective faculty.

The Committee foresees much work next year in continuation of present activities and initiation of new ones. We regret that the present Dean of Faculties, Mr. O. S. Colclough, will not be with us, but look forward to working with Mr. J. A. Brown as an ex officio member of the Committee.

Mr. W. P. Smith, assistant to the Dean of Faculties, has been most helpful to us again this year.

Respectfully submitted,

Robert E. Baker
Everett H. Johnson
Donald C. Kline
Waldo Sommers
Morris S. Ojalvo, Chairman

O. S. Colclough, ex officio

SUB-COMMITTEE ON RETIREMENT

Our Committee has studied various aspects of this problem - including age for retirement, financial considerations from the viewpoint of both retired persons and the University. However, we have not thought it desirable to make, at this time, any recommendations for change from present status--principally because of apparent differences of opinion among faculty members and even within the Committee.

Respectfully submitted,

James H. Coberly
Angus M. Griffin
Donald S. Watson
Everett H. Johnson, Chairman

EDUCATIONAL POLICY

This report will in most respects be an expansion of the oral interim report delivered to the Senate on February 14. We have met twice since then, but there has been very little change in the status of our business.

The Committee has had six long sessions during the year, to consider a variety of matters. These matters, together with a précis of reasons and conclusions, (and recommendations, if any) are set forth below:

1) Should the Graduate Council be expanded as a Graduate School?

Professor Mandel, to whom was entrusted the preliminary investigation, interviewed many people and gave this matter considerable thought. But his investigation was necessarily abbreviated because of his departure for New Zealand in January. However, his evidence was useful to us when combined with the aggregation of thought and experience represented by the members of the Committee and with letters and verbal testimony received from department chairmen and members of the Graduate Council Faculty. We have, then, from time to time this year continued to revolve in discussion considerations which have occupied us intermittently ever since this large question first went on our agenda some three years ago. At our April meeting we concluded debate with an effort both to enumerate and evaluate the defects and excellencies of the present (Graduate Council) system, and to propose the improvements to be enjoyed and anticipate the losses which might be incurred should the University convert to a more conventional Graduate School:

It was asserted that misconceptions among people in other institutions who have to deal with the Graduate Council as to the meaning of this terminology outweigh whatever publicity value belongs to the unique nomenclature; that the preference among many students for the lack of rigidity which characterizes the Graduate Council organization has not sufficiently compensated for misunderstandings among applicants as to both the restricted scope of the offerings and the looseness of the organization. It was recalled that the Graduate Council was set up in the first instance largely to permit the University to award degrees in some areas even though it was not prepared to do so in a great many other areas, and that this condition has largely disappeared. (Though no university offers graduate instruction in every specialty of every discipline, whereas there was a time when we offered fewer programs than the average university, the time is now imminent when we shall offer more than the average.)

We were reminded that, administratively (and thus to some degree educationally) the evidence seems to be overwhelmingly in favour of the "Graduate School," gathering all post-baccalaureate degrees except the professional degrees under one administrative roof. The burden of administering the Masters' work in Columbian College is becoming intolerable, and as numbers grow will become impossible without drastic reorganization and supplementary hiring anyway. Though the effect of the Consortium may be to decrease the burgeoning of offerings in some departments, its effect will probably also be to increase paper work. There is much duplication of effort -- for the candidate, for

the thesis director, and for administrative personnel -- when an M.A. laureate from this University goes on to Ph.D. work here. There is an urgent need for the unification of information on admission and the programs and their inter-relationships, to eliminate the present confusions. Our scientific members point out that many disciplines (e.g., molecular biology) are no longer to be classified as either undergraduate arts-and-sciences subjects or professional graduate subjects, and that they are certainly not confined to one department. They feel that such subjects could be more easily made available to both M.A. and Ph.D. candidates under a more conventional "Graduate School" organization.

In summary, the eventual transition of the present Graduate Council organization into a "Graduate School" organization housing all non-professional advanced degrees was seen as inevitable. Though a good deal of nostalgic appreciation was evinced for the apparatus which has served us long and well, the Committee leans strongly toward the more conventional structure. It feels that the flexibility of the older order--its individual approach to the student, and the close working relationship between director and candidate--need not be sacrificed in the transition. It believes that our efforts to obtain and retain the best possible students and instructors would be enhanced by the conversion. It feels that administrative waste and confusion would be reduced; and that public relations and relations with other institutions would be bettered. We ask that the Senate recommend to the Administration that steps be taken to implement these changes.

The Committee would like to seize this opportunity to express its understanding and appreciation of the large and competent achievement under considerable difficulties of Dean Burns, and, before him, Chairman Bolwell, and their organizations, have done. It is their devoted work which has strenghtened the Graduate Council and enlarged it to the point where, in our opinion, it should assume a different form.

2) The Feasibility of the Wider Use of Television by the University. This matter is still under investigation. We have no recommendations to make at this time.

3) Should the Shape of the Summer Sessions Alter? Since the shape of the Summer Sessions is obviously altering very materially, we are holding our investigation in abeyance until we observe, through the operation of at least the first summer of two five-week sessions, what the alteration seems to mean educationally.

4) What are and what should be the place, contribution and practices of the College of General Studies. It is a matter of great disappointment to the Committee that we have done nothing about clearing this consideration from our agenda, even though it has been in high priority for over three years, is of the utmost educational interest, and is the item most frequently asked about and commented on by Senate and Assembly members. We should have begun an intensive investigation this year, with the graciously promised cooperation of the Dean of the College of General Studies, had it not been for the fact that an Administrative Committee was investigating the matter, and it seemed profitless to duplicate their efforts. We therefore stayed our hand until the results of the report of that Committee to the Administration could be known or seen. The members of this year's Committee will recommend very strongly to the members of next year's committee that this very important matter be carefully followed.

5) Should an Honors Program be established? The Committee carefully assessed the evidence contained in the report of a late Administrative Committee considering the establishment of Honors work. It took evidence from people, including Committee members, who had taught in honors' programs. It is evident that the establishment of a full-fledged "Honors Program" in the College, with all that the term implies (when correctly used) for staffing, library and laboratory, could come only after a lengthier and more searching examination into our needs and capabilities than has yet been undertaken; but that, in any case, it would be an expensive, difficult, and time-consuming move. We cannot, on the basis of our admittedly restricted investigations, conclude that the establishment of any extensive new machinery for an Honors Program would serve the best educational interests of The George Washington University at this time. We are of the opinion that a limited "Honors" effort--to some extent already being made--with a closer relationship between teacher and student, closer supervision of this relationship at the departmental level, more reading courses, seminars, and independent work, together with a relaxation of some of the inflexible and in some cases purely technical requirements, will, if we keep our college sufficiently small in student population, suffice for our needs for the present. We believe that energetic students should continue to be encouraged to declare for the distinction of Honors and to undertake more intensive work and submit to more rigorous examination, in the manner of the procedure of some departments now. We see no reason, for instance, why presently existing pro-seminars for majors cannot be fitted into such a scheme--if they are preserved from the assault of numbers. We would leave the matter very much up to the requirements of the individual disciplines. To pursue any more elaborate course would, we feel, involve us in great financial, technical, and professional difficulties without commensurate educational gain.

6) What can we do toward the greater exploitation of the extraordinary "human resources" of Washington by making funds available for programs of visiting lecturers, scholars or artists? Washington is a loadstone for scientists, artists, writers, journalists, professors, and technicians--specialists of all kinds and sometimes of great brilliance. We already make some use of these people on both formal and informal bases. The question has been: how can we do more? The Committee has now been informed that a substantial sum will be made available for this purpose by the Administration. This, then, will require no further Senate action.

7) Should an extended reading period and a longer examination period be provided? Following on two formal memoranda from faculty members and many suggestions, the Committee discussed the situation which now obtains in the scheduling of examinations so soon after the close of lectures and laboratories. As things now stand there is likely to be little or no opportunity for the student to bring loose ends together except by feverish cramming, and no opportunity at all for the leisurely end-of-course investigatory reading which is by some educators regarded as a very important part of the learning process. Moreover, examinations are compressed into so short a period that it is not unusual for a student to have two, or even three, course examinations in one day, and for the instructor to be obliged by the exigencies of the grade-reporting schedule and the consequent fierce pressures on the Registrar, to give only cursory attention to papers. Some members even doubted the wisdom of scheduling only two hours' maximum time for "discussion-type" examinations, and contended that three hours was the decent minimum.

The Committee earnestly recommends the reconsideration of the entire Calendar, with a view to providing a reading period of at least one week, and to lengthening the examination period by a like period.

These are our observations and recommendations on matters relating to educational policy.

We should like, before concluding this report, to speak of an organizational and procedural matter: The Chairman of the Educational Policy Committee has, on the invitation of the Committee on University Objectives, been sitting in the meetings of the latter committee. This has been a valuable experience, and it seems to us that at least this much liaison should be maintained between the two committees, whose work is so intimately related. It has been suggested that perhaps the two committees might now be merged. While this is a determination entirely within the will of the Senate, we should like to caution that, though such a merger would have obviously attractive features, it would do nothing to reduce the still large backlog of important educational matters still on the agenda of the Committee on Educational Policy. It might, indeed, have the effect of postponing their consideration even further if they should be added to the formidable tasks of the Committee on Objectives.

Respectfully submitted,

Harold F. Bright
William G. Clubb
Paul A. Crafton
George Mandel
James N. Mosel
Stephen S. Yeandle
Philip H. Highfill, Jr., Chairman

Thomas H. Carroll, ex officio
Calvin D. Linton, ex officio

FACULTY PERFORMANCE AND DEVELOPMENT

The Committee has held several meetings during the year and has concentrated its efforts on reducing to writing the criteria for performance in and promotion to the different academic ranks. The criteria adopted by the Committee are (1) the opinion of peers (2) appraisal of teaching (3) research and publication (4) administrative service, and (5) public and professional service. Methods of assessing these and the relative importance of each are still under discussion and should be the first order of business of this Committee when it re-convenes next year.

The Committee has also under consideration the recommendation for the establishment of the rank of Distinguished Professor, the number of such professorships to be established and the criteria for the selection of such professors.

Respectfully submitted,

William J. Battin
Thelma Hunt
Solomon Kullback
Ira R. Telford
Charles R. Naeser, Chairman

O. S. Colclough, ex officio

LIBRARY

The Library Committee believes that the effort to improve the capacity of the University as a center of learning can succeed only if, among other things, a much stronger University library system is created. The Committee also wishes to point to certain highly gratifying steps, which are specified later in this report, toward this end that have been taken during the past year. A library designed primarily for undergraduate study would be markedly different from one designed primarily for graduate (and professional) study and faculty research. We believe, however, that the University is so deeply committed in its actual practice to both types of activity, that only an explicit decision to withdraw on a major scale from the one or the other would warrant its choosing an undergraduate as against a graduate library, or vice versa. On the other hand, if it is assumed that the University will continue to offer many serious programs at both the undergraduate and graduate levels, it follows that a comprehensive library system of high quality to nourish these programs should be our objective.

The proximity of the Library of Congress and other excellent libraries which exist apart from the several academic institutions in the Washington area does not fundamentally derogate from the appropriateness of this objective. Effective access to the Library of Congress, except by students who happen also to be employed in positions which give them privileged entrée, has become progressively more difficult. Ironically, full-time faculty members, lacking privileged entrée, are at a greater disadvantage in respect of access to the Library of Congress than are certain of their students. The Library of Congress surely will remain a remarkable center of practical value for this University in respect of various highly specialized materials which we could not or should not attempt to duplicate. However, graduate study and faculty research require ready access to books, periodicals, newspapers, pamphlets, reports, and documents which, though sources for particular disciplines or small groups of related disciplines, nevertheless are likely to be in sufficient demand to warrant acquisition by the University. Nor should we treat lightly the intellectual stimulation which is imparted to undergraduates by a thriving graduate and research milieu on the same campus.

Having said this, it must be added that the sheer volume of printed matter has become a major problem for all libraries and, indeed, for research itself. Even our own modest expansion of holdings during the past two years -- and this is said in a spirit of commendation -- has resulted in a relative decline of working space in the main library as a whole. This shortage of space, in turn, restricts the size of our library staff, apart from any current staff budgetary considerations. Yet, we must continue to increase our holdings generally, as well as to eliminate particular current deficiencies.

The University Administration is examining the question of how far we may expect to go in developing fuller graduate services, accompanied by automated and photographic techniques, in a context of inter-university cooperation through the recently established Consortium. So long as there is uncertainty at this level, there will be uncertainty concerning such

related particular extensions of service as substantially more space for the main library, open stacks and freer circulation of recent periodical issues. We wish to stress, however, how seriously the lack of space impairs library services now and to urge concurrent consideration of two other approaches to more adequate service. Simultaneously with investigation into the cooperative approach, we should consider a new library building and we should take steps -- perhaps on the basis of external expert advice -- to exploit the potentialities of the present library plant more fully by means of some of the less elaborate of the newer techniques of storage and retrieval.

The following steps or developments of the past year are noteworthy.

1. Library funds for publications and staff increased about fifty percent from 1963-4 to 1964-5. From the standpoint of graduate work, we note particularly a substantial net increase for the second successive year of periodical subscriptions (about 50).
2. The new lighting and air conditioning which was installed last summer.
3. The Acquisitions and Cataloguing divisions have moved into larger quarters in Building D.
4. Two additional full-time librarians are to be added as of Fall, 1964. One of the new librarians will be in the Circulation division; the other, styled Associate Librarian, is expected to work closely with the Librarian on many matters.
5. The Library's summer session services will be extended to accomodate to the overall extension of the period of summer classes by two weeks.
6. A science library, sought by the faculties of the science departments, is to be included in the science center.
7. It is expected that a Faculty Identification Card will have been made available by the Fall, 1964, semester.

The Committee wishes to call attention to a non-cataloguing activity which drains the Cataloguing division of much valuable time. This is the stylistic processing of theses and dissertations and the preparing of the list thereof for distribution to the various departments of the University. The 1963 list runs to more than 1100 titles. Errors and lack of uniformity on title pages and vagaries of pagination account for much of the time spent by the Cataloguing staff. It therefore seems in order to urge directors and deans to exercise a fuller control over these matters before dispatching theses and dissertations to the Library. However, should the problem persist, it may be desirable to consider establishing a special small staff for stylistic control, linked to the Cataloguing division.

Finally, the Committee recommends the establishment of a general fund to be used for the purchase of quality though not necessarily research, periodicals of an interdisciplinary type. These have been increasing in number, but their purchase by particular departments is often difficult to justify, in view of the simultaneously increasing disciplinary demands upon the departments. The general fund which we have in mind would be either separate from or an augmentation of the current small fund which is used to purchase such popular magazines as Life, Harper's, and Atlantic Monthly.

Respectfully submitted,

Louis de Pian
Charles J. Herber
Chester E. Leese
Henry G. Manne
Benjamin Nimer, Chairman

J. Russell Mason, ex officio

PHYSICAL FACILITIES

The Physical Facilities Committee met three times during the academic year 1963-64. The result of these meetings can be formulated as follows:

1. The Committee will act as a standing ad hoc body on questions referred to it by the University Senate or the University Administration.

2. The Committee will act as a working body of the Senate representing the views of the Faculty on physical facility matters which are related to educational and faculty problems.

With respect to the second activity the Committee has decided to investigate the aesthetic appearance and physical adequacy of four buildings: Monroe Hall, Government Hall, Building C and Building D. Statistical data of the use, time occupancy, number of students, etc., for the classrooms are under preparation in the Business Office and will be shortly submitted to the Committee by Mr. Jack Einbinder.

Parking facilities are under survey and will be evaluated (including the possible needs of the campus courses of the College of General Studies), in the month of May.

Since the collection of data from the Business Office proceeds slowly, the Chairman of the Physical Facilities Committee will proceed with the task of surveying during the first half of the Summer School.

Respectfully submitted,

Frederick H. Gibbs
Richard C. Haskett
Nels D. Nelson
Ross P. Schlabach
Herbert E. Smith
Geza Teleki, Chairman

Herman W. Herzog, ex officio

PROFESSIONAL ETHICS AND ACADEMIC FREEDOM

The Committee on Professional Ethics and Academic Freedom was nominated by the Executive Committee of the Senate and approved by the Senate at its first meeting in October, 1963. The Committee was instructed to follow through the proposed amendments to the Faculty Code which had been initiated by the Committees for the two preceding Senate years, in the light of some Comments made by the Committees of the Board of Trustees of the University, to whom the earlier drafts had been submitted on an informal basis in the Summer of 1963. The new 1963 Committee conferred with the President and received information concerning the details of the proposals which required some revisions to meet language difficulties that had been experienced by the Trustee Committee members consulted.

After a number of drafting sessions the Chairman of the Committee made progress reports to the Senate at the November and December meetings and submitted a committee report accompanied by the redrafted proposals at the January meeting. A special meeting of the Senate for the purpose of passing on the new proposals was held on January 17, 1964. The Senate, with some changes, accepted the proposals recommended by the Committee. Thereafter a redrafting committee incorporated all the changes in a revised text, which was submitted to the Faculty Assembly meeting on February 19, 1964. Approval was received, with one amendment to the text. This revised text was then forwarded to the President for submission to the Board of Trustees at its meeting of March 19, 1964. We have been informed that with a few editorial changes it was approved and accepted by the Board of Trustees to be effective September 1, 1964.

The topic of academic freedom has had three years of Committee consideration and this Committee recommends that its successors be charged with the responsibility of giving practical consideration to the development of the correlative standards of professional responsibility of Faculty members under the revised Faculty Code.

Respectfully submitted,

Charles E. Gauss
Gust A. Ledakis
John P. Reesing
Mary L. Robbins
Reuben E. Wood
J. Forrester Davison, Chairman

Archibald M. Woodruff, ex officio

PUBLIC CEREMONIES AND ASSEMBLIES

The Committee has had many questions brought to its attention during the current year and after long and arduous deliberations we make the following report to the Senate:

1. On the question relative to the selection of the recipient of honorary degrees, the Committee has learned that the Board of Trustees has a committee on the nomination of recipients for honorary degrees and a committee for the selection of the recipients of honorary degrees; also that the Administration welcomes recommendations for recipients of honorary degrees from the various faculties and that the Administration consults with the appropriate faculties before submitting the names to the Board of Trustees.

2. On the question of a speaker at Commencement, the Committee recommends that we discontinue the main address and in its place ask the recipients of honorary degrees to respond briefly to the honor.

In addition, the Committee recommends that the Senate consider the initiation of a Convocation during the fall semester honoring the baccalaureate graduates of the academic year, at which time a speaker of international importance be invited to deliver a scholarly address.

3. On the question of a student speaker at Commencement, the Committee recommends that the Senate take this question up with the Student Council next fall with the idea that we discontinue the student speaker if there is no objection.

4. On the question of recognition of graduates at the ceremonies, the Committee recommends that the Senate explore the problem further. Two possibilities are suggested: (a) that the individual deans read the graduates' names at which time graduates rise but do not walk across the stage; or (b) that the graduates walk across the stage in the same order in which their names appear in the program, without names being read by the deans.

5. On the question of the use of Constitution Hall, the Committee recommends that since we have condensed the ceremonies into one week-end, we discontinue the use of Constitution Hall as a stand-by, and hold Commencement on the Yard. In case of rain the ceremony would be postponed for one hour. Custodians should be available to dry the chairs and prepare them for occupancy after the rainfall. If the rain continues, Commencement should be held on the Yard at 9:30 A. M. the following morning.

6. On the question of protocol, the Committee recommends: (a) that only the higher administrative officers of the University be separated from the faculties of their schools in the processional. It was suggested that the Executive Committee of the Senate be invited to march in the administrative section of the processional, as representatives of the faculties; (b) that the faculties and Administration enter from H Street rather than 21st Street, later dividing into two lines to approach their chairs; (c) that all doctoral candidates wear the hood when coming to the platform to receive the diploma;

(d) that, if the Marshall deems it necessary, a dress rehearsal be held for the deans in order to make uniform their presentation to the President.

Respectfully submitted,

Robert H. Barter
Harry G. Detwiler
James W. Harkness
Robert G. Jones
L. P. Leggette, Chairman

John F. Latimer, ex officio

RESEARCH

1. The Committee has met on four occasions:

February 6, 1964
March 5, 1964
March 19, 1964
April 23, 1964

The fact that it was not possible to assemble more than four of the six members at any meeting may suggest that, in future, not merely capability, but availability, be considered in appointing members to the Committee.

2. Considerable discussion was devoted to defining the scope and responsibilities of the Committee. Following a broad interpretation of its charter as accepted from earlier Committees, the cognizance of this one was considered to extend to all matters involving research, including that sponsored by agencies outside of the University. The term research is to be understood generally, as any scholarly or creative work. The principal objectives of the Committee are to encourage and to improve research throughout the University.

3. Although no specific actions have been proposed for consideration by the Senate at this time, a number of issues have been raised and discussed:

a. The question of whether current research activities are, in all cases, aligned with University objectives.

In recent years it has become increasingly apparent that the commitment of large public funds for the support of research has, in many instances, been attended by serious problems. In a number of cases in which universities have assumed the role of contractor for a large variety of unrelated research projects, without strict regard for institutional goals, the cost to the University in overall educational resource has proved much greater than was originally estimated. One such cost is seen in the growing risk of imbalance between theoretical research, usually sponsored as a part-time activity by members of the teaching staff, and technological research undertaken by full-time research specialists brought in to accomplish the particular job. In addition to yielding a moderate subsidy, applied research, when properly integrated under the objectives of a university, can reinforce its overall research program. Allowed to operate without proper constraints, however, technological research can exercise a corruptive influence on faculty, students, and curriculum. It is by design, rather than by chance, that MIT, Harvard, and Cornell, for example, conduct their outside research in locations removed from the center of the university. In recognition of the risk involved in sponsored research, some universities have wisely adopted the policy of "competing" for those research projects that fit best under their particular objectives. For example, a reduced overhead rate, made possible by absorption of some of the cost by the institution, may be stipulated in order to attract projects best suited to its capabilities and goals. Such siphoning off of the more desirable projects by some universities can result in a sharp restriction of choice of research projects available to other institutions not in a position to make such concessions. Thus, those universities that "sell" rather than "sponsor" research are often reduced to undertaking leftover projects.

b. A second point, closely related to the above, concerns the status of personnel engaged in full-time research.

At this University, as almost everywhere, in order to attract and retain competent researchers it has proved necessary to offer salaries that are disproportionately higher than those paid to members of the permanent teaching staff of comparable ability and accomplishment. As a result, the full-time teaching staff frequently resent research appointees. By the same token, members of the research staff, being denied the possibility of tenure, and hence of full status in an academic community, come to resent their "second-class citizenship." The resulting climate of feeling costs the University a grave loss, measurable in the absence of fruitful interaction and cross-fertilization between teaching and research staffs. Joint appointments become unfeasible; resources which could be exploited by both groups remain untapped and are wasted. The lack of any real symbiosis is apparent, for example, in the case of the Human Resources Research Office vis-a-vis the Department of Psychology.

It would be arrogant for the Committee, even in its zeal for excellence, to assert that there is any simple, or even feasible, solution to the present set of problems. On the other hand, it is widely stated that ways of minimizing these difficulties have been worked out by some universities, notably Stanford and Michigan. It is possible that some of the procedures developed by these institutions could be adapted to the needs of this University. As we gather, at Stanford, the discrepancy in salaries between the research and teaching staffs has been held at a minimum, and at Michigan the integration of the two groups has been successfully accomplished by joint appointments and by other means. In addition, a code governing research personnel practices and policies developed by the American Association of University Professors might serve as a useful guide.

c. The program of work load in relation to research is one that has been recurrently considered by the Committee during its three years of existence.

It is frequently contended that a 12-hour teaching load, on which is superimposed responsibility for direction of numerous graduate students as well as quasi-administrative duties, inhibits research activity. On the other hand, reductions in teaching load have been granted here on request, without exception, to faculty members pursuing reasonable research projects. Assuming that all faculty members are informed of their opportunity for research, it would not appear that such a policy differs, in its effect on research, from one which prescribes a 9-hour teaching load across-the-board. Indeed, on the surface, a 12-hour load with properly authorized exceptions would seem to serve as a more effective control on "moonlighting" and "deadheading" by some members of the staff. For there can be little doubt that insufficient dedication of some few members of the faculty to their jobs, for whatever reason, is a plague of many universities. However, the hidden costs of maintaining control of the undedicated and the incompetent may not be altogether ignored. Above all, coping with those few misfits who tend to cripple the efficiency of our University must not be permitted to obscure and obstruct the positive goal of creating knowledge. The distinction between a 12-hour teaching load with authorized reductions and a 9-hour load is, in

many quarters, perceived as the difference between reluctant support and enthusiastic encouragement of research by the administration. The distinction is, for example, reflected in the criteria applied by granting agencies such as the National Science Foundation. Under the latter's category of "institutional attitude" toward research, a first item of information weighed is that of basal teaching load. Other factors being equal, a load of six hours per semester is regarded as desirable, nine hours as fairly high, and twelve as excessive. The contemporary explosion in knowledge has, in the judgment of many, spelled the doom of the 12-hour teaching load, if research is to be done. At least in the sciences, a policy of "research by exception" risks arousing the suspicion that research is encouraged only on an ad hoc basis, and thus at the cost of a truly pervasive "research climate" within the institution. However, any reduction in work load should carry with it the sternest obligation for all faculty members to participate in some creative activity.

4. On the basis of the above considerations, the possible value of a systematic review of existing externally sponsored research projects within the University is suggested. Criteria incorporating the University's long-term goals would be applied to current projects and to those suggested for the future. Research activities which are at odds with, or which now make insufficient contribution to University objectives, should, wherever possible, be actively redirected toward them, and, when this cannot be done, the projects should be discontinued.

Respectfully submitted,

Louise G. Clubb
Nelson T. Grisamore
Charles J. Kokoski
Thomas P. Liverman
Carleton R. Treadwell
John L. Finan, Chairman

Arthur E. Burns, ex officio
Benjamin D. Van Evera, ex officio

SCHOLARSHIP

The Senate Committee on Scholarships made the following proposals and recommendations to the University Senate and they were adopted on April 2, 1964.

1. That the Senate endorse the establishment of an Office of Student Financial Aid under which the present operations of the University Scholarship Office, fellowship programs, assistantship programs, student loan activities, and student placement activities would all be combined into a single Office of Student Financial Aid to be headed by a full-time Director. (It is understood that these operations exclude the selection of fellows and teaching assistants and the recommendation of candidates for Federal fellowships which decisions must of necessity remain the prerogative of departments of the University and of the Graduate Council.)

2. That the Senate recommend that Chairmen of departments or appointed members of each department and school of the University make a special effort to aid and advise students who apply for scholarships and fellowships for graduate work elsewhere. Such aid and advice should be concrete, chiefly to the extent of critical review of style and content of essays often required as addenda to applications, in order to assure the student's presenting himself according to his true ability.

3. That the Senate recommend that Department Chairmen remit to the Scholarship Office the names of Juniors and Seniors majoring in their departments who have high quality-point indices in order that such students might be encouraged to apply for such awards as the Marshall, the Wilson and the Rhodes scholarships.

4. That the Senate (a) endorse a change in the administration of the Trustee Scholarships (High School, Engineering, and Alumni) from a specified number of full-tuition scholarships to an equivalent sum of tuition monies. Scholarships will continue to be awarded as heretofore on the basis of academic ability. Under the change proposed, students awarded scholarships would be granted stipends according to individual financial need. And, (b) that the Senate recommend to the University Administration that the University subscribe to the College Scholarship Service, the reports of which would be applied in the determination of the stipends for the recipients of these Trustee Scholarships.

Respectfully submitted,

Roy B. Eastin
Raymond R. Fox
Patrick F. Gallagher
Guido E. Mazzeo
William A. McCauley
William L. Turner, Chairman

John F. Latimer, ex officio

STUDENT RELATIONSHIPS

The current academic year has seen significant advances in student relations on our campus. The Student Council's liaison group met informally several times with the Committee to seek and to find solutions to both academic and non-academic problems. There have been fine additions to the personnel in the office of the Dean of Women, and an assistant to the Dean of Men has just arrived on campus. Provision has been made to reduce still further the student-adviser ratio in the lower division of Columbian College. Plans for a new University Center are progressing in the office of the Vice President for Plans and Resources, whose consultations with students as well as faculty, members of the Board of Trustees, and alumni have helped build a new spirit of cooperation. The recent change in the food service (and the announcement of a plan to furnish board for resident students beginning next fall) has resolved a matter of long-standing concern to the Committee. The "open door" policy in the President's office and the campus-wide improvement in communications are much appreciated by the students and are having their effect in bringing about that feeling of community which has been the goal of the Committee for more than three years.

The sponsor program, conceived by the Committee and approved by the Senate in the spring of 1961, has not been successful. We feel, however, that the objective--to facilitate better student-faculty relations through more satisfactory personal contact than is afforded through existing channels--is worth while.

Many of the former difficulties may be overcome by entrusting the administration of a revised program to the offices of the Dean of Men and Dean of Women. The Committee feels we can best serve the interests of our undergraduates by carefully selecting a group of interested, responsible faculty and asking that they volunteer to serve as Faculty Associates, meeting with them to explain the role we expect them to play, and assigning one or two such carefully selected faculty members to each residence hall floor. (Admittedly this system deals only with resident students, but we are working on problems on a "first things first" basis.)

A bulletin is now being prepared to be distributed in a few days to all members of the faculty and administrative staff explaining the role of the Faculty Associate and what we hope the program will accomplish. Before the end of the current semester, the Deans of Men and Women, with the advice of members of the residence hall councils and representatives of Mortar Board and ODK, will select a number of faculty members whom they will invite to serve as Faculty Associates for the coming year. Participation in the program will be strictly voluntary, but the Committee feels it cannot emphasize too strongly the importance we place upon this job and the necessity for doing it well. It will be necessary, of course, to invite more participants than we feel absolutely necessary, realizing full well that many of those invited will be unable to serve. We feel certain of enthusiastic support from all student groups for this program, which students themselves have helped to plan. The Committee will review these changes and report the results to the Senate at an early fall meeting.

Two further brief matters: the Freshman Director of the Student Council is planning a more ambitious orientation program than undertaken heretofore. Hopefully, there will be a more academic and intellectual tone to Orientation this year, and the students in charge may ask some of us for help. We trust it will be given. Second, without taking a stand on the matter, the Committee passes on the information that Librarian Mason has agreed to bind and place on the reserve shelf back copies of examinations sent to his office by departments or individual members of the faculty. He has taken this action in response to a direct request from the Student Council's liaison group.

Respectfully submitted,

Seymour Alpert
George M. Koehl
Richard W. Stephens
Helen B. Yakobson
Robert C. Willson, Chairman

Paul Bissell, ex officio
Virginia R. Kirkbride, ex officio

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

REPORT OF THE COMMITTEE ON UNIVERSITY OBJECTIVES

The Committee on University Objectives has carefully considered data (a summary of which is appended to this report) prepared by the Office of Plans and Resources, the Office of the Registrar, and the Office of Admissions which describes the characteristics of our student body and compare it to other urban universities. These data pertain almost exclusively to our undergraduate student body and our discussions and recommendations thus far are similarly limited. The report is preliminary in the sense that the full implications of the data and the recommendations they suggest have not been exhausted.

1. It is the opinion of your committee that definite steps should be taken to improve further the quality of our undergraduate students. The data on admission standards give no cause for complacency. As a first step, we suggest that each college and school accepting undergraduate applications re-examine its admissions policies and determine standards which shall be applied by the Director of Admissions to improve substantially the quality of entering students as measured by rank in high school class; scores on *(amended 5-8-64)* and other appropriate measures; Scholastic Aptitude Tests; and, in the case of transfer students, earned quality-point-indices. The progress obtained should be examined annually by the Senate Committee on Admissions and Advanced Standing. At the same time that admission policies are tightened, the campaign of recruiting the superior student should be measurably stepped up, and members of the faculty must be willing to participate in such a recruiting drive.

2. It is the opinion of your committee that undergraduate enrollment should be held at or near its present level unless it is clearly demonstrable that a program has the faculty and facilities to provide superior instruction for an increased enrollment. To suggest that a general upgrading of our student body is simply a matter of positive recruiting and restrictive admission policy is to misconstrue the problem. To attract superior students one must offer superior instruction in a university plant that affords superior facilities. This means that priority must be assigned to improvement in the quantity and quality of our library offerings, the modernization of our science laboratories, and to the provision of on-campus housing and suitable recreational facilities before any substantial increase in the number of students can be accepted. It also means that our productive efforts to acquire and hold a faculty of distinction must not be slowed.

3. Although we are not in a position to make specific recommendations at this time, it is the opinion of your committee that its next task is to examine the implications of the quite evident trend towards a full-time undergraduate student body. This will require the re-examination of some of our long-cherished practices. For example, night offerings which place together the full-time and the part-time student to provide an education which is not distinguishable by "night school" and "day school" labels are a tradition with us. So, too, is the use of part-time faculty that permits not only a rich variety of course offerings but a specialization in subject matter that could not otherwise be obtained. Yet the needs of a full-time student (as well as his opportunities) differ from the student whose enrollment in a single course or two brings him to the university but a

short period at night. The challenge is now to provide the full-time student with the intellectual stimulation which makes the university the center of his life while preserving the essential values of our historic practices.

May 1964

H. L. LeBlanc, Chairman
A. H. Desmond
W. P. McKelway
A. C. Murdaugh
K. E. Stromsem

DESCRIPTIVE MATERIALS
ABOUT
THE GEORGE WASHINGTON UNIVERSITY
STUDENT BODY

Prepared by:
Office of Plans and Resources

Second Edition

May 1964

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Introduction

Descriptive Materials About the Student Body

This material describes and quantifies a number of characteristics of The George Washington University student body. The source of the data is the records of the Admissions Office and the Office of the Registrar.

The material is in four sections. Part I is a condensed overview of the total student on-campus enrollment for Fall 1963. Shown are the numbers and percentages of the full-time, part-time and total student body. Also given are numbers and percentages by division of the University, and by undergraduate, graduate and unclassified. Other charts include information about: geographic distribution, average age, marital status, religious preference and employment statistics for the total on-campus enrollment. There are several pages devoted to information on the undergraduate enrollment. This includes the average hour load and the average quality point index for Columbian Lower, Columbian Upper, GBIA, Engineering and Applied Science, and Education for the years 1959-1963. There is also an excerpt from a doctoral study which shows rankings by mean scores by major field for a sample number of students taking the Graduate Record Exam, 1954-1960.

Part II gives data about the 720 new students entering from secondary schools in the Fall semester, 1963-64. An extensive comparison of all factors included between students admitted and enrolled, and admitted but not enrolled, was made in an earlier study. The only major differences between the two groups were in the secondary school class rankings and the SAT scores, hence there are the only two factors that show comparative material.

The descriptive factors presented include: secondary school class rank, 1959-63; SAT scores, 1959-63; numbers and average age; distribution by types of high school; residence hall applications; curriculum chosen; geographic distribution; distribution by secondary school class rank from major states sending students; religious preference census; occupations and degree of college attendance of parents.

Part III describes the same factors for the 581 new undergraduate students with advanced standing for the Fall semester, 1963-64. While a comparative study of all factors between the group admitted and enrolled, and admitted but not enrolled has been made, both sets of data are only given in reference to the quality point index.

Part IV compares The George Washington University with four other universities. Two, American and Georgetown Universities, were selected because they are in the same metropolitan area. Two, Pittsburgh and Washington in St. Louis, were chosen because they are roughly comparable in size of student body, exist in urban environments, and have recently undergone considerable change. The factors compared are: enrollment - part-time, full-time, etc. for 1963; earned degrees conferred, 1961-62; selected library management data, 1962-63; secondary school class rank of freshmen, 1961, 1962 and 1963; SAT scores of freshmen class, 1961, 1962 and 1963.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

PART I

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Fall Semester 1963-64, N=11,246

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PART II

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PART III

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PART IV

Comparative Information: American University, University of Pittsburgh,
Washington University (St. Louis), Georgetown University

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THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Total Student On-Campus Enrollment
Fall Semester 1963-64

| <u>Division</u> | <u>Full-Time</u> | <u>1/ %</u> | <u>Part-Time</u> | <u>%</u> | <u>Total</u> | <u>% of total student body</u> |
|--|------------------|-------------|------------------|-----------|---------------|--------------------------------|
| 1. Columbian - lower | 1890 | 78 | 528 | 22 | 2418 | 22 |
| 2. Columbian - upper | 587 | 61 | 381 | 39 | 968 | 9 |
| 3. Columbian - graduate ^{2/} | 105 | 17 | 500 | 83 | 605 | 5 |
| 4. Graduate Council ^{3/} | 139 | 45 | 168 | 55 | 307 | 3 |
| 5. Medicine | 380 | 100 | - | - | 380 | 3 |
| 6. Law | 317 | 35 | 583 | 65 | 900 | 8 |
| 7. Graduate School of Public Law | 9 | 7 | 118 | 93 | 127 | 1 |
| 8. Engineering and Applied Science | 332 | 24 | 1037 | 76 | 1369 | 12 |
| a. Undergraduate | 282 | 53 | 250 | 47 | 532 | |
| b. Graduate | 47 | 6 | 752 | 94 | 799 | |
| c. Unclassified | 3 | 8 | 35 | 92 | 38 | |
| 9. Pharmacy | 11 | 79 | 3 | 21 | 14 | - |
| 10. Education | 176 | 22 | 608 | 78 | 784 | 7 |
| a. Undergraduate | 129 | 64 | 73 | 36 | 202 | |
| b. Graduate | 37 | 7 | 491 | 93 | 528 | |
| c. Unclassified | 10 | 19 | 44 | 81 | 54 | |
| 11. Government, Business and International Affairs | 359 | 34 | 703 | 66 | 1062 | 10 |
| a. Undergraduate | 153 | 56 | 120 | 44 | 273 | |
| b. Graduate | 201 | 26 | 567 | 74 | 768 | |
| c. Unclassified | 5 | 24 | 16 | 76 | 21 | |
| 12. College of General Studies (on-campus) | 38 | 27 | 104 | 73 | 142 | 1 |
| 13. University | 94 | 4 | 2076 | 96 | 2170 | 19 |
| TOTAL | 4437 | 39 | 6809 | 61 | 11,246 | |
| Undergraduate | 3081 | 69 | 1411 | 31 | 4492 | 40 |
| Graduate | 1230 | 28 | 3149 | 72 | 4379 | 39 |
| Unclassified | 126 | 5 | 2249 | 95 | 2375 | 21 |
| TOTAL | 4437 | 39 | 6809 | 61 | 11,246 | |

^{1/} A full-time student is one taking 12 hours or more, except for Law School (11 hours) and Graduate School of Public Law (10 hours) and doctoral programs.

^{2/} Includes only M.A., M.S., and M.F.A. degrees.

^{3/} Includes only Ph.D.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

COLLEGE OF GENERAL STUDIES

1962-63 Enrollment

| | |
|---------------------------------------|-------|
| Number enrolled in credit courses | 8,076 |
| Number enrolled in non-credit courses | 888 |

| | |
|-------|-------|
| Total | 8,964 |
|-------|-------|

Number of Degree Candidates (August 31, 1963)

| | |
|---|-----|
| A.A., A.S., Assoc. in Sec. Administration | 287 |
| A.B., B.B.A., B.S. in Cartography | 458 |
| M.A., M.A.I.A., M.P.A., M.B.A. | |

| | | |
|--------------|------|-------|
| Active | 1873 | |
| In Residence | 94 | 1,967 |

| | |
|-------|-------|
| Total | 2,712 |
|-------|-------|

1962-63 Course Offerings

| | |
|--|-----|
| Total number of credit courses | 862 |
| (Average number of students per class: 18) | |

Fall Semester 1963

| | |
|----------------------------|-----|
| War College credit courses | 133 |
| Regular credit courses | 304 |

| | |
|-------|-----|
| Total | 437 |
|-------|-----|

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Total Student On-Campus Enrollment
Fall Semester 1963-64

Geographic Distribution
By State or Country of Permanent Home Address

11,246 students represented all 50 states plus the District of Columbia, Guam, Canal Zone, Puerto Rico, Virgin Island and 82 foreign countries.

Ranking of States Represented by 100 students or more

| | | |
|-------------------------|------|-----|
| 1. Virginia | 2624 | 23% |
| 2. District of Columbia | 2370 | 21% |
| 3. Maryland | 1960 | 17% |
| 4. New York | 764 | 7% |
| 5. Pennsylvania | 448 | 4% |
| 6. New Jersey | 359 | 3% |
| 7. California | 233 | 2% |
| 8. Massachusetts | 174 | 2% |
| 9. Ohio | 165 | 1% |
| 10. Illinois | 136 | 1% |
| 11. Connecticut | 122 | 1% |
| 12. Florida | 115 | 1% |

416 Foreign Students represented 82 countries

Ranking of Countries Represented by 10 students or more

| | | | |
|--------------|----|------------------------|----|
| 1. India | 34 | 8. Cuba | 13 |
| 2. Korea | 26 | 9. Japan | 12 |
| 3. China | 23 | 10. Greece | 12 |
| 4. Germany | 16 | 11. Pakistan | 10 |
| 5. Iran | 16 | 12. Panama | 10 |
| 6. Indonesia | 14 | 13. Philippine Islands | 10 |
| 6. Egypt | 13 | 14. Thailand | 10 |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Total Student On-Campus Enrollment
Fall Semester 1963-64

Average Age By Degree Groups

| | |
|----------------------------------|------------|
| Undergraduate | 23.2 years |
| Masters and A.P.C. ^{1/} | 31.3 |
| Law | 27.1 |
| Medical | 24.4 |
| Doctorates ^{2/} | 35.8 |
| Non-degree | 31.5 |
| Unclassified | 33.0 |

All-University Average Age 27.7 years

^{1/} Advanced Professional Certificate (30 credits beyond Masters)
granted by the School of Education.

^{2/} Excludes SJD and M.D.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

AVERAGE AGES OF GRADUATES IN THE JUNE 5, 1963 CONVOCATION

| <u>Degree</u> | <u>Number of Graduates</u> | <u>Average Age</u> |
|--|----------------------------|--------------------|
| COLUMBIAN COLLEGE OF ARTS AND SCIENCES | | |
| A.B. | 197 | 24.3 |
| B.S. | 28 | 24.2 |
| A.M. | 34 | 34.0 |
| M.S. | 15 | 27.2 |
| M.F.A. | 1 | 25.0 |
| SCHOOL OF MEDICINE | | |
| M.D. | 91 | 26.8 |
| LAW SCHOOL | | |
| L.L.B. | 94 | 29.0 |
| J.D. | 8 | 28.3 |
| L.L.M. | 6 | 30.0 |
| M.Comp.L. | 1 | 41.0 |
| S.J.D. | 1 | 42.0 |
| SCHOOL OF ENGINEERING AND APPLIED SCIENCE | | |
| B.C.E. | 7 | 27.3 |
| B.E.E. | 31 | 28.3 |
| B.M.E. | 5 | 27.0 |
| B.S.E. | 5 | 24.4 |
| M.E.A. | 28 | 36.5 |
| M.S.E. | 20 | 29.3 |
| SCHOOL OF PHARMACY | | |
| B.S. in Pharm. | 14 | 28.3 |
| SCHOOL OF EDUCATION | | |
| A.B. in Educ. | 47 | 24.4 |
| B.S. in H.E. | 7 | 30.6 |
| B.S. in P.E. | 13 | 23.4 |
| A.M. in Educ. | 53 | 37.2 |
| A.P.C. | 4 | 41.0 |
| Ed.D. | 5 | 34.0 |
| SCHOOL OF GOVERNMENT, BUSINESS AND INTERNATIONAL AFFAIRS | | |
| A.B. in Govt. | 36 | 23.1 |
| B.B.A. | 48 | 27.9 |
| A.M. in Govt. | 19 | 31.7 |
| M.B.A. | 97 | 34.9 |
| COLLEGE OF GENERAL STUDIES | | |
| A.B. in C.G.S. | 43 | 39.6 |
| B.B.A. in C.G.S. | 4 | 42.3 |
| B.S. in Cart. | 1 | 25.0 |
| A.M. in C.G.S. | 68 | 40.2 |
| A.M.I.A. | 60 | 46.8 |
| M.B.A. in C.G.S. | 24 | 44.1 |
| GRADUATE COUNCIL | | |
| Ph.D. | 10 | 37.7 |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Total Student On-Campus Enrollment Fall Semester 1963-64
Marital Status

| Class | MEN | | | | WOMEN | | | | Totals |
|---------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|--------|
| | Full-Time | | Part-Time | | Full-Time | | Part-Time | | |
| | Married | Single | Married | Single | Married | Single | Married | Single | |
| Undergraduate | 154 | 1443 | 473 | 356 | 108 | 1373 | 216 | 352 | 4,492 |
| Graduate | 422 | 571 | 1935 | 752 | 71 | 91 | 311 | 242 | 4,379 |
| Unclassified | 32 | 41 | 837 | 568 | 12 | 36 | 321 | 529 | 2,375 |
| TOTAL | 608 | 2055 | 3245 | 1676 | 191 | 1500 | 848 | 1123 | 11,246 |

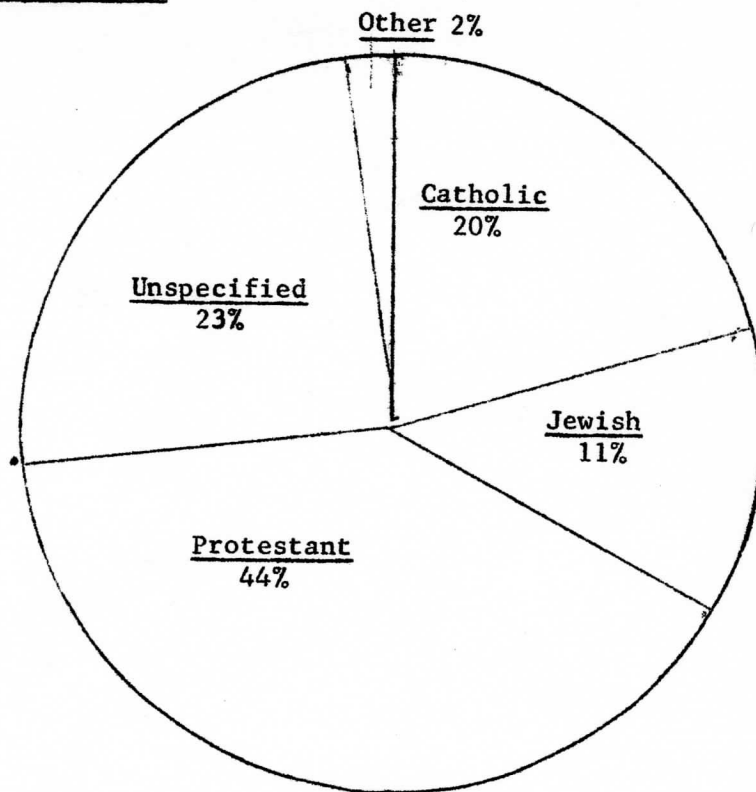
| | <u>Men</u> | <u>Women</u> |
|---------|------------|--------------|
| Married | 3853 | 1039 |
| Single | 3731 | 2623 |
| TOTAL | 7584 | 3663 |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

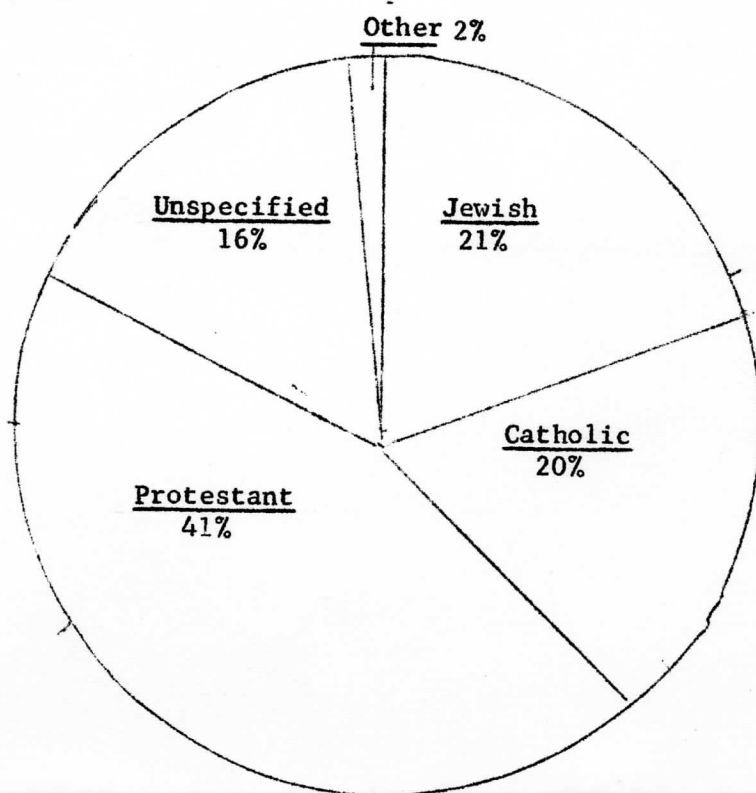
7

RELIGIOUS PREFERENCE CENSUS
FALL SEMESTER 1963

Total On-campus Student Body



Total Full-time Undergraduates



THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

EMPLOYMENT STATISTICS 1/
FALL SEMESTER 1963-64

| | | | |
|--|------------|--------------|--------------|
| <u>Total Student On-Campus Enrollment</u> | | | |
| | <u>Men</u> | <u>Women</u> | <u>Total</u> |
| Full-Time Students Employed | 836 | 334 | 1170 |
| Full-Time Students not Employed | 1833 | 1358 | 3191 |
| Total Full-Time Students | | | 4361 |
| Percentage of Full-Time Students Employed is 27% | | | |
| Part-Time Students Employed | 4696 | 1588 | 6284 |
| Part-Time Students not Employed | 260 | 396 | 656 |
| Total Part-Time Students | | | 6940 |
| Percentage of Part-Time Students Employed is 91% | | | |
| Total Number of Students Registered | | | 11301 |
| Percentage of Total Students Employed is 66% | | | |
| <u>Undergraduate Students</u> | <u>Men</u> | <u>Women</u> | <u>Total</u> |
| Full-Time Undergraduate Students Employed | 418 | 275 | 693 |
| Full-Time Undergraduate Students not Employed | 1183 | 1206 | 2389 |
| Total Number of Full-Time Undergraduate Students | | | 3082 |
| Percentage of Full-Time Undergraduate Students Employed is 22% | | | |
| Part-time Undergraduate Students Employed | 770 | 428 | 1198 |
| Part-time Undergraduate Students Not Employed | 65 | 139 | 204 |
| Total Number of Part-Time Undergraduate Students | | | 1402 |
| Percentage of Part-Time Undergraduate Students Employed is 85% | | | |

1/ Figures vary because of difference in dates of analysis.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

UNDERGRADUATE DATA

Average Hour Loads

| | <u>1962</u> | <u>1963</u> |
|-------------------------------|-------------|-------------|
| Columbian Lower | 13.21 | 13.47 |
| Columbian Upper | 10.77 | 11.24 |
| GBIA | 10.90 | 10.87 |
| Engineering & Applied Science | 10.30 | 11.02 |
| Education | 12.00 | 12.08 |

Average Q.P.I.

| | <u>1959</u> | <u>1960</u> | <u>1961</u> | <u>1962</u> | <u>1963</u> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| Columbian Lower | 2.37 | 2.34 | 2.39 | 2.37 | 2.36 |
| Columbian Upper | 2.79 | 2.72 | 2.74 | 2.76 | 2.82 |
| GBIA | 2.77 | 2.72 | 2.74 | 2.55 | 2.72 |
| Eng. & App. Sci | 2.19 | 2.20 | 2.21 | 2.25 | 2.32 |
| Education | 2.93 | 2.88 | 2.86 | 2.74 | 2.65 |

PART II

New Students Entering from Secondary School

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Rankings by Mean Scores by Major Fields for 1013 Students^{1/}
in Twenty-one Majors on the Aptitude and Area Tests

| <u>Quantitative</u> (F=23.698, p<.01) | | <u>Verbal</u> (F=3.930, p<.01) | | <u>Social Studies</u> (F=6.872, p<.01) | | <u>Humanities</u> (F=10.380, p<.01) | | <u>Natural Sciences</u> (F=30.960, p<.01) | |
|--|--------|-----------------------------------|--------|---|--------|--|--------|--|--------|
| Major | Mean | Major | Mean | Major | Mean | Major | Mean | Major | Mean |
| Physics | 661.87 | Am. Thought | 570.20 | Political Sci. | 572.40 | English | 598.00 | Physics | 646.25 |
| Mathematics | 598.80 | Chemistry | 565.60 | Economics | 560.20 | Am. Thought | 570.80 | Chemistry | 641.80 |
| Chemistry | 594.00 | Physics | 564.63 | Foreign Aff. | 558.60 | French | 550.00 | Zoology | 599.80 |
| Accounting | 552.20 | History | 560.60 | History | 555.60 | History | 543.00 | Mathematics | 576.00 |
| CGS General | 549.40 | Political Sci. | 559.80 | Am. Thought | 548.00 | Art | 536.80 | Psychology | 526.80 |
| CGS Business | 541.00 | English | 558.00 | Geography | 534.13 | Psychology | 531.20 | CGS General | 523.00 |
| Economics | 523.20 | Psychology | 551.20 | CGS General | 532.20 | Political Sci. | 521.60 | Geography | 503.69 |
| Zoology | 522.20 | Mathematics | 543.20 | Psychology | 523.40 | Chemistry | 517.40 | Economics | 478.80 |
| Business | 504.00 | Foreign Aff. | 540.00 | Journalism | 521.40 | Mathematics | 511.40 | Political Sci. | 473.00 |
| Geography | 494.56 | Zoology | 533.40 | Sociology | 518.40 | Zoology | 504.20 | English | 469.60 |
| Psychology | 486.00 | French | 532.85 | Business | 516.40 | Physics | 503.43 | History | 469.00 |
| Journalism | 462.40 | Economics | 528.20 | Chemistry | 514.20 | Journalism | 500.20 | CGS Business | 468.40 |
| Political Sci. | 460.40 | Geography | 522.82 | CGS Business | 513.40 | Speech | 497.60 | Am. Thought | 457.00 |
| Foreign Affairs | 449.00 | Journalism | 516.60 | Mathematics | 510.20 | Foreign Aff. | 491.60 | Sociology | 456.40 |
| Sociology | 444.00 | CGS General | 515.40 | Physics | 507.81 | Sociology | 491.40 | French | 450.57 |
| History | 439.20 | Sociology | 509.80 | Accounting | 500.20 | Geography | 484.78 | Foreign Aff. | 448.40 |
| Am. Thought | 436.00 | Art | 504.20 | English | 494.00 | Economics | 484.40 | Journalism | 445.80 |
| English | 425.40 | Business | 499.00 | Zoology | 482.20 | CGS General | 455.80 | Business | 440.40 |
| French | 412.00 | CGS Business | 495.40 | French | 473.42 | CGS Business | 452.60 | Art | 436.80 |
| Art | 410.80 | Speech | 488.80 | Art | 456.60 | Business | 450.40 | Speech | 435.00 |
| Speech | 402.60 | Accounting | 474.00 | Speech | 449.20 | Accounting | 423.00 | Accounting | 423.80 |
| | | | | <u>Percentiles</u> | | | | | |
| 620-92 | | 640-90 | | 630-90 | | 620-90 | | 640-90 | |
| 520-70 | | 540-70 | | 530-70 | | 550-70 | | 540-70 | |
| 500-61 | | 510-60 | | 520-60 | | 520-60 | | 510-60 | |
| 400-18 | | 400-16 | | 420-25 | | 420-24 | | 410-25 | |

^{1/} Random stratified sample for all students 1954-60 taking the Graduate Record Examination
Source: Janet Johnson, Unpublished Dissertation, The George Washington University, 1962

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Secondary School Class Rank of New Students from Secondary School
Admitted and Enrolled, Admitted but not Enrolled
Columbian College of Arts & Sciences, 1959-63

| Rank | 1959 | | 1960 | | 1961 | | 1962 | | 1963 | |
|--------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|
| | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled |
| First Fifth | 41% | NA | 39% | 41% | 44% | 45% | 44% | 56% | 41% | 50% |
| Second Fifth | 24% | | 27% | 27% | 33% | 30% | 25% | 25% | 26% | 27% |
| Third Fifth | 23% | | 18% | 15% | 14% | 17% | 14% | 10% | 13% | 11% |
| Fourth Fifth | 8% | | 7% | 8% | 5% | 4% | 5% | 3% | 5% | 3% |
| Fifth Fifth | 2% | | 3% | - | 1% | .5% | 2% | .3% | 2% | .8% |
| Not Given | 2% | | 6% | 8% | 4% | 3% | 10% | 6% | 13% | 8% |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

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Secondary School Class Rank of New Students from Secondary School
Admitted and Enrolled, Admitted but not Enrolled
School of Engineering and Applied Science, 1959-63

| Rank | 1959 | | 1960 | | 1961 | | 1962 | | 1963 | |
|--------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|-----------------------------|
| | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled | Admitted Enrolled | Admitted not Enrolled |
| First Fifth | 32% | NA | 30% | 38% | 33% | 24% | 26% | 50% | 37% | 36% |
| Second Fifth | 25% | | 32% | 17% | 19% | 41% | 26% | 21% | 15% | 28% |
| Third Fifth | 20% | | 21% | 29% | 31% | 24% | 16% | 16% | 26% | 24% |
| Fourth Fifth | 4% | | 8% | 7% | 10% | 7% | 15% | 6% | 5% | 6% |
| Fifth Fifth | 1% | | - | - | 2% | - | 1% | - | 2% | 2% |
| Not Given | 18% | | 10% | 9% | 5% | 4% | 16% | 8% | 15% | 4% |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

11

SAT SCORES OF NEW STUDENTS FROM SECONDARY SCHOOL, ADMITTED AND
ENROLLED, ADMITTED BUT NOT ENROLLED, COLUMBIAN COLLEGE OF
ARTS AND SCIENCES (LOWER DIVISION) AND SCHOOL OF ENGINEERING
AND APPLIED SCIENCE, 1959-63

Percentage scoring 500 and Above ^{1/}

| <u>Year</u> | <u>Verbal</u> | | | | <u>Math</u> | | | |
|-------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|
| | <u>Admitted and</u> | | <u>Admitted but</u> | | <u>Admitted and</u> | | <u>Admitted but</u> | |
| | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> | <u>Women</u> |
| 1963 | 61.5 | 71.5 | 79.8 | 81.3 | 75.3 | 59.5 | 83.3 | 69.2 |
| 1962 | 57.0 | 70.4 | 70.9 | 70.9 | 73.7 | 47.0 | 83.7 | 61.1 |
| 1961 | 61.8 | 69.5 | NA | NA | 74.3 | 53.5 | NA | NA |
| 1960 | 59.0 | 70.0 | NA | NA | 70.4 | 56.0 | NA | NA |
| 1959 | 46.6 | 56.6 | NA | NA | 66.7 | 39.6 | NA | NA |

Percentage Scoring 600 and Above

| | | | | | | | | |
|------|------|------|------|------|------|------|------|------|
| 1963 | 23.8 | 39.0 | 36.6 | 38.7 | 34.2 | 17.5 | 47.5 | 20.8 |
| 1962 | 21.4 | 32.3 | 27.7 | 26.9 | 31.5 | 15.5 | 43.8 | 16.9 |
| 1961 | 22.2 | 25.6 | NA | NA | 32.6 | 10.6 | NA | NA |
| 1960 | 18.8 | 24.9 | NA | NA | 30.9 | 12.6 | NA | NA |
| 1959 | 15.8 | 20.7 | NA | NA | 20.6 | 7.3 | NA | NA |

NEW STUDENTS FROM SECONDARY SCHOOL
FALL SEMESTER 1963-64

Test Performance - Mean Scores

| | <u>COLUMBIAN COLLEGE-LOWER DIVISION</u> | | | |
|---------|---|---------------------|---------------------|---------------------|
| | <u>Admitted and</u> | <u>Admitted but</u> | <u>Admitted and</u> | <u>Admitted but</u> |
| | <u>Enrolled</u> | <u>not Enrolled</u> | <u>Enrolled</u> | <u>not Enrolled</u> |
| | <u>Men</u> | | <u>Women</u> | |
| SAT | | | | |
| Verbal | 546 | 569 | 566 | 572 |
| Math | 566 | 584 | 521 | 538 |
| ENGLISH | 519 | 529 | 562 | 566 |

SCHOOL OF ENGINEERING

| | <u>Men and Women</u> | |
|---------|------------------------------|----------------------------------|
| | <u>Admitted and Enrolled</u> | <u>Admitted but not Enrolled</u> |
| SAT | | |
| Verbal | 506 | 538 |
| Math | 600 | 638 |
| ENGLISH | 474 | 507 |
| MATH | 569 | 608 |

^{1/} SAT Scores range from 200-800, with 500 being the national average for those secondary school students going to college.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW STUDENTS FROM SECONDARY SCHOOL
(ENGINEERING AND COLUMBIAN LOWER)
FALL SEMESTER 1963-64

Numbers and Average Age

| | <u>Number</u> | <u>Average Age</u> |
|---------------------------|---------------|--------------------|
| Full-Time Men | 349 | 18.2 years |
| Full-Time Women | 320 | 18.0 |
| Total Full-Time | 669 | 18.1 |
| Part-Time Men | 27 | 22.3 |
| Part-Time Women | 24 | 21.7 |
| Total Part-Time | 51 | 22.0 |
| Total Full- and Part-Time | 720 | 18.4 |

High School Type

| | <u>Number</u> | <u>%</u> |
|--------------|---------------|----------|
| Public | 564 | 78 |
| Private | 134 | 19 |
| Not Reported | 22 | 3 |
| | <hr/> | <hr/> |
| Total | 720 | 100 |

Residence Hall Applications

| <u>Applied</u> | <u>Full-Time</u> | <u>Part-Time</u> |
|----------------|------------------|-------------------|
| Male | 86 | 1 |
| Female | 112 | 1 |
| Total | | <u>200 or 28%</u> |

Did Not Apply

| | | |
|--------|-----|-------------------|
| Male | 289 | |
| Female | 231 | |
| Total | | <u>520 or 72%</u> |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW STUDENTS FROM SECONDARY SCHOOL
(ENGINEERING AND COLUMBIAN COLLEGE)
FALL SEMESTER 1963-64

Curriculum Chosen

| | <u>Number</u> | <u>%</u> |
|-----------------------------------|---------------|-----------|
| Pre Arts and Letters | 345 | 48 |
| Pre Government (Int'l & Pub. Aff) | 84 | 12 |
| Introductory Engineering | 73 | 10 |
| Pre Science | 66 | 9 |
| Pre Medical | 54 | 8 |
| Pre Education | 41 | 6 |
| Pre Government (Acc. & B.A.) | 37 | 5 |
| Pre Education (P.E. Men) | 12 | 1 |
| Pre Medical Technology | 7 | 1 |
| Pre Pharmacy | 1 | |
| Total | <hr/> 720 | <hr/> 100 |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW STUDENTS FROM SECONDARY SCHOOL
(ENGINEERING AND COLUMBIAN COLLEGE)
FALL SEMESTER 1963-64

Geographic Distribution by State or Country of Permanent Address

Ranking of First Nine States

| | <u>Number</u> | <u>%</u> |
|-------------------------|---------------|----------|
| 1. District of Columbia | 133 | 19 |
| 2. New York | 117 | 16 |
| 3. Virginia | 106 | 14 |
| 4. Maryland | 89 | 12 |
| 5. New Jersey | 57 | 8 |
| 6. Pennsylvania | 52 | 7 |
| 7. Connecticut | 24 | 3 |
| 8. California | 19 | 3 |
| 9. Massachusetts | 18 | 3 |
| | <hr/> | <hr/> |
| | 615 | 85% |

Ranking of First Six Foreign Countries

| | |
|--------------|---|
| 1. Cuba | 3 |
| 2. China | 2 |
| 3. Colombia | 2 |
| 4. England | 2 |
| 5. India | 2 |
| 6. Venezuela | 2 |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

New Students from Secondary School
Columbian College (Lower Division) and
School of Engineering
Fall Semester 1963-64

Distribution by Secondary School Class Rank from Major States Sending Students to GWU, by numbers

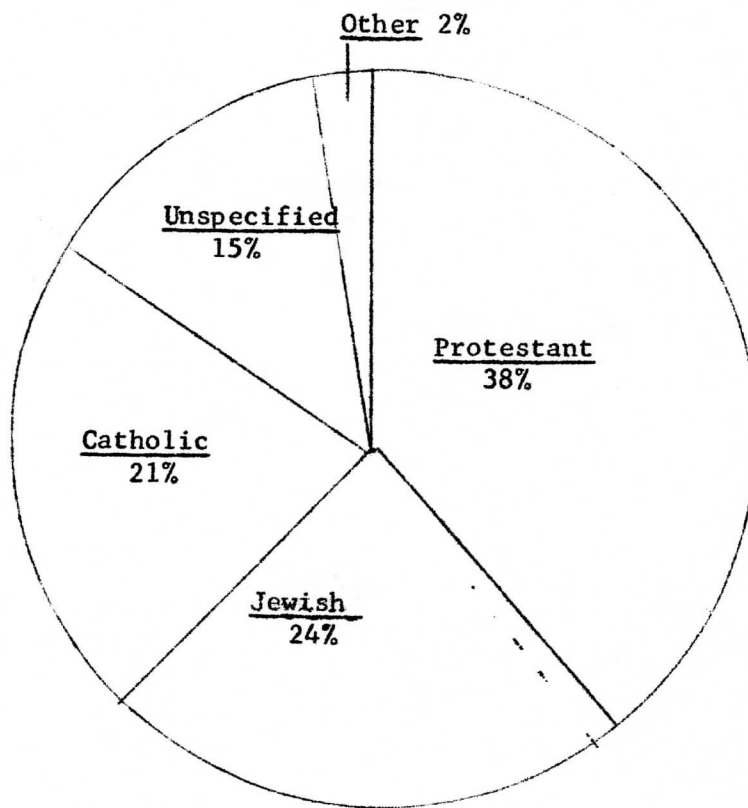
| State | Class Fifth | | | | | NG | Total | <u>1/</u> |
|----------------------|-------------|----|----|---|---|----|-------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| District of Columbia | 54 | 28 | 16 | 7 | 2 | 8 | 115 | |
| Maryland | 61 | 15 | 9 | 3 | 1 | 7 | 96 | |
| Virginia | 31 | 30 | 19 | 3 | 3 | 14 | 100 | |
| New York | 25 | 40 | 23 | 4 | 3 | 23 | 118 | |
| New Jersey | 25 | 19 | 7 | 3 | 0 | 2 | 56 | |
| Pennsylvania | 16 | 16 | 11 | 6 | 1 | 6 | 56 | |

1/ These totals vary from previous ones because of time of analysis

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

New Students from Secondary School (Engineering and Columbian Lower)
Fall Semester 1963-64

Religious Preference Census



THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW STUDENTS FROM SECONDARY SCHOOLS
(ENGINEERING AND COLUMBIAN LOWER)
FALL SEMESTER 1963-64

| <u>Occupation of Parent</u> | <u>Number</u> | <u>%</u> |
|--|---------------|----------|
| Managers, officials, proprietors & other self-employed | 266 | 37 |
| Manual workers | 98 | 13 |
| Accounting and other professions not listed separately | 67 | 9 |
| Armed Services | 54 | 7 |
| Engineers | 53 | 7 |
| Physicians, Dentists, Psychologists, Etc. | 40 | 6 |
| Sales | 39 | 6 |
| Lawyers | 29 | 4 |
| Scientists | 26 | 4 |
| Teachers including professors | 17 | 2 |
| Clerical | 11 | 2 |
| Welfare, religion, & community services | 7 | 1 |
| Farmers and farm management | 6 | 1 |
| Not reported | 7 | 1 |
| | <hr/> | <hr/> |
| Total | 720 | 100% |

College Attendance of Parents

| | | |
|--|-------|-------|
| Both parents attended college | 206 | 29% |
| Father attended college but mother did not | 220 | 31 |
| Mother attended college but father did not | 47 | 6 |
| Neither parent attended college | 202 | 28 |
| Not reported | 45 | 6 |
| | <hr/> | <hr/> |
| Total | 720 | 100% |

PART III

New Undergraduate Students with Advanced Standing

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW UNDERGRADUATE STUDENTS WITH ADVANCED STANDING
FALL SEMESTER 1963-64

Numbers and Average Age

| | <u>Number</u> | <u>Average Age</u> |
|--------------------------|---------------|--------------------|
| Full-time Men | 146 | 21.7 years |
| Full-time Women | 294 | 20.4 |
| Total Full-time | 440 | 20.6 |
| Part-time Men | 63 | 26.0 |
| Part-time Women | 78 | 25.7 |
| Total Part-time | 141 | 25.8 |
| Total Full-and Part-time | 581 | 21.9 |

Residence Hall Applications

Applied

| | |
|--------|------------------|
| Male | 19 |
| Female | <u>76</u> |
| Total | <u>95 or 16%</u> |

Did not Apply

| | |
|--------|-------------------|
| Male | 190 |
| Female | <u>296</u> |
| Total | <u>486 or 84%</u> |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

QUALITY POINT INDEX OF NEW UNDERGRADUATE STUDENTS
ADMITTED AND ENROLLED WITH ADVANCED STANDING
FALL SEMESTER 1963-64

| Q.P.I. | <u>Men</u> | | <u>Women</u> | | Total | % |
|--------------|------------|-----------|--------------|-----------|-------|------|
| | Full-time | Part-time | Full-time | Part-time | | |
| Below 2.00 | 25 | 13 | 12 | 10 | 60 | 11 |
| 2.00 to 2.5 | 69 | 25 | 110 | 30 | 234 | 40 |
| 2.6 to 3.0 | 35 | 10 | 103 | 16 | 164 | 28 |
| 3.1 to 3.5 | 12 | 11 | 49 | 11 | 83 | 14 |
| 3.6 to 4.0 | 4 | 1 | 10 | 10 | 25 | 4 |
| Not reported | 1 | 3 | 10 | 1 | 15 | 3 |
| Total | 146 | 63 | 294 | 78 | 581 | 100% |

QUALITY POINT INDEX OF NEW UNDERGRADUATE STUDENTS
WITH ADVANCED STANDING, ADMITTED BUT NOT ENROLLED
FALL SEMESTER 1963-64

| Q.P.I. | <u>Men</u> | | <u>Women</u> | | Total | % |
|--------------|------------|-----------|--------------|-----------|-------|--------|
| | Full-time | Part-time | Full-time | Part-time | | |
| Below 2.00 | 9 | 2 | 6 | 0 | 17 | 8.8 |
| 2.0 to 2.5 | 30 | 4 | 53 | 3 | 90 | 46.6 |
| 2.6 to 3.0 | 24 | 2 | 24 | 5 | 55 | 28.5 |
| 3.1 to 3.5 | 6 | 2 | 9 | 0 | 17 | 8.8 |
| 3.6 to 4.0 | 2 | 1 | 5 | 1 | 9 | 4.7 |
| Not reported | 2 | 0 | 1 | 2 | 5 | 2.6 |
| Total | 73 | 11 | 98 | 11 | 193 | 100.0% |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW UNDERGRADUATE STUDENTS WITH ADVANCED STANDING
FALL SEMESTER 1963-64

Hours of Advanced Standing

| No. Hours | <u>Men</u> | | <u>Women</u> | | Total | % |
|------------|------------|-----------|--------------|-----------|-------|------|
| | Full-time | Part-time | Full-time | Part-time | | |
| 3 to 30 | 48 | 10 | 67 | 25 | 150 | 28 |
| 31 to 60 | 62 | 17 | 104 | 20 | 203 | 39 |
| 61 to 90 | 24 | 17 | 91 | 20 | 152 | 29 |
| 91 or more | 1 | 6 | 11 | 4 | 22 | 4 |
| Total | 135 | 50 | 273 | 69 | 527 | 100% |

Note: An additional 54 students were not reported

By Class

| Class | <u>Men</u> | | <u>Women</u> | | Total | % |
|-----------|------------|-----------|--------------|-----------|-------|------|
| | Full-time | Part-time | Full-time | Part-time | | |
| Freshman | 24 | 16 | 23 | 24 | 87 | 15 |
| Sophomore | 71 | 23 | 116 | 23 | 233 | 40 |
| Junior | 47 | 20 | 134 | 24 | 225 | 39 |
| Senior | 4 | 4 | 21 | 7 | 36 | 6 |
| Total | 146 | 63 | 294 | 78 | 581 | 100% |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW UNDERGRADUATE STUDENTS WITH ADVANCED STANDING
FALL SEMESTER 1963-64

By Division

| Division | <u>Men</u> | | <u>Women</u> | | Total | % |
|-----------------|------------|-----------|--------------|-----------|-------|------|
| | Full-time | Part-time | Full-time | Part-time | | |
| Columbian Lower | 36 | 24 | 139 | 47 | 296 | 51 |
| Columbian Upper | 29 | 11 | 109 | 25 | 174 | 30 |
| Engineering | 13 | 20 | - | - | 33 | 6 |
| Education | 1 | 1 | 26 | 4 | 32 | 5 |
| GBIA | 17 | 7 | 20 | 2 | 46 | 8 |
| Total | 146 | 63 | 294 | 78 | 581 | 100% |

By Degree Sought

| Division | Degree | <u>Men</u> | | <u>Women</u> | | Total | % |
|------------------|-------------|------------|-----------|--------------|-----------|-------|------|
| | | Full-time | Part-time | Full-time | Part-time | | |
| Columbian Lower | AA | 86 | 24 | 139 | 47 | 296 | 51 |
| Columbian Upper | AB | 28 | 6 | 105 | 21 | 160 | 28 |
| | BS | 1 | 5 | 1 | 4 | 11 | 2 |
| | BS Med.Tech | | | 3 | | 3 | - |
| Education | AB | | 1 | 23 | 4 | 28 | 5 |
| | BS in HE | | | 2 | | 2 | |
| | BS in PE | 1 | | 1 | | 2 | |
| GBIA | AB | 8 | 2 | 18 | 2 | 30 | 5 |
| | BBA | 9 | 5 | 2 | | 16 | 3 |
| Engr. & App.Sci. | BS | 13 | 20 | | | 33 | 6 |
| Total | | 146 | 63 | 294 | 78 | 581 | 100% |
| Per cent | | 25 | 11 | 51 | 13 | 100 | |

Of the New Undergraduate students with advanced standing, Fall 1963-64, 440 (76%) are full-time, 141 (24%) are part-time.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW UNDERGRADUATE STUDENTS WITH ADVANCED STANDING
FALL SEMESTER 1963-64

Geographical Distribution by State of Permanent Address

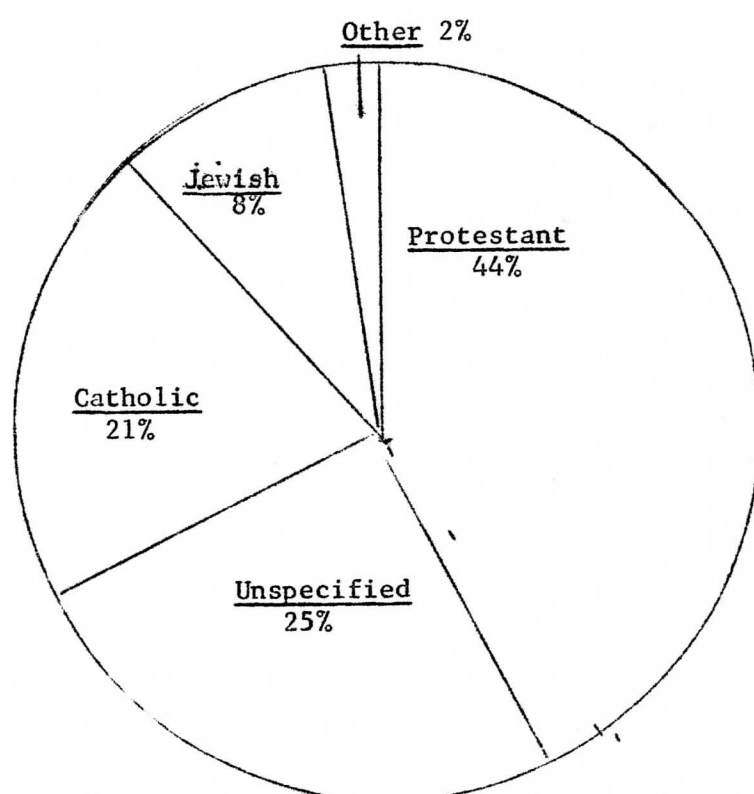
Ranking of First Twelve States

| | <u>Number</u> | <u>%</u> |
|-------------------------|---------------|----------|
| 1. Virginia | 157 | 27 |
| 2. District of Columbia | 76 | 13 |
| 3. Maryland | 75 | 13 |
| 4. New York | 57 | 10 |
| 5. New Jersey | 31 | 5 |
| 6. Pennsylvania | 26 | 4 |
| 7. Connecticut | 11 | 2 |
| 8. Illinois | 11 | 2 |
| 9. Massachusetts | 11 | 2 |
| 10. North Carolina | 11 | 2 |
| 11. California | 10 | 2 |
| 12. Missouri | 10 | 2 |
| | <hr/> | <hr/> |
| | 486 | 84 |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

New Undergraduate Students with Advanced Standing, Fall Semester 1963-64

Religious Preference Census



THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

NEW UNDERGRADUATE STUDENTS WITH ADVANCED STANDING
FALL SEMESTER 1963-64

Occupation of Parent

| | <u>Number</u> | <u>%</u> |
|--|---------------|----------|
| Managers, Officials, Proprietors & other self employed | 205 | 35 |
| Manual Workers | 64 | 11 |
| Armed Services | 62 | 11 |
| Accounting & other professions not listed separately | 54 | 9 |
| Lawyers | 40 | 7 |
| Physicians, Dentists, Psychologists, etc. | 37 | 6 |
| Engineers | 37 | 6 |
| Sales | 31 | 5 |
| Teachers including professors | 14 | 3 |
| Welfare, Religion, Community Services | 10 | 2 |
| Clerical | 6 | 1 |
| Scientists | 5 | 1 |
| Farmers & farm management | 7 | 1 |
| Not reported | 9 | 2 |
| <hr/> | | |
| Total | 581 | 100% |

College Attendance of Parents

| | | |
|--|-----|------|
| Both parents attended college | 203 | 35 |
| Father attended college but mother did not | 162 | 28 |
| Mother attended college but father did not | 27 | 5 |
| Neither parent attended college | 154 | 26 |
| Not reported | 35 | 6 |
| <hr/> | | |
| Total | 581 | 100% |

PART IV

Comparative Materials

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

| | GWU | American U | U. Pittsburgh | Washington U. | Georgetown |
|-----------------|-----------|------------|----------------|---------------|--|
| Coeducational | x | x | x | x | Graduate & Professional Schools only |
| Private | x | x | x State aid | x | x |
| Affiliation | Non-Sect. | Methodist | Non-Sect. | Non-Sect. | Catholic |
| Date Founded | 1821 | 1893 | 1787 | 1853 | 1789 |
| First Instruct. | 1822 | 1914 | 1787 | 1854 | 1812 |
| Calendar | Semester | Semester | Trimester | Semester | Semester |

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Opening Fall Enrollment 1963

| | GWU | American U | U. Pittsburgh | Washington U. | Georgetown |
|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students taking work creditable toward a bacc. or higher degree: Total | 16,211 | 10,076 | 15,498 | 14,034 | 7,142 |
| Men | 11,556 71% | 6,632 66% | 10,650 69% | 9,952 71% | 5,864 82% |
| Women | 4,655 29% | 3,444 34% | 4,848 31% | 4,082 29% | 1,278 18% |
| Attending full-time: Total | 27% | 37% | 50% | 38% | 30% |
| Men | 4,437 2,717 61% | 3,745 2,031 54% | 7,726 5,589 72% | 5,360 3,409 64% | 5,706 4,772 84% |
| Women | 1,720 39% | 1,714 46% | 2,137 28% | 1,951 36% | 934 16% |
| Attending part-time: Total | 73% | 63% | 50% | 62% | 20% |
| Men | 11,774 8,839 75% | 6,331 4,601 73% | 7,772 5,061 65% | 8,674 6,543 75% | 1,436 1,092 76% |
| Women | 2,935 25% | 1,730 27% | 2,711 35% | 2,131 25% | 344 24% |
| First-time Students: | | | | | |
| Total | 829 | 850 | 2,646 | 3,074 | 994 |
| Men | 404 49% | 405 48% | 1,649 62% | 2,152 70% | 792 80% |
| Women | 425 51% | 445 52% | 997 38% | 922 30% | 202 20% |

Source: Office of Education, HEW

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Earned Degrees Conferred, 1961-62

| | GWU | American U | U. Pittsburgh | Washington U | Georgetown |
|--|------------|------------|---------------|--------------|------------|
| Total degrees conferred | 1,847 | 933 | 2,259 | 1,628 | 1,069 |
| 4-year Bacc & first Prof. | | | | | |
| Total | 672 36% | 569 60% | 1,318 58% | 1,030 63% | 521 49% |
| Men | 415 | 360 | 924 | 656 | 435 |
| Women | 257 | 209 | 394 | 374 | 86 |
| First Prof. requiring 5 or more years: | | | | | |
| Total | 339 18% | 83 9% | 474 21% | 251 16% | 363 34% |
| Men | 317 | 80 | 395 | 222 | 358 |
| Women | 22 | 3 | 79 | 29 | 5 |
| Second-level Masters: | | | | | |
| Total | 806 44% | 251 28% | 328 15% | 292 18% | 155 14% |
| Men: | 667 | 183 | 220 | 207 | 134 |
| Women | 139 | 68 | 108 | 85 | 21 |
| Doctorate | | | | | |
| Total | 30 2% | 30 3% | 139 6% | 55 3% | 30 3% |
| Men | 27 | 26 | 122 | 40 | 25 |
| Women | 3 | 4 | 17 | 6 | 5 |

Source: Office of Education, HEW

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

Selected Management Data of University Libraries^{1/}
1962-63

| | GWU | American U. | U. Pittsburgh | Washington U. |
|---|---------|-------------|---------------|---------------|
| Enrollment | | | | |
| All Students | 14,031 | 9,181 | 13,938 | 14,602 |
| % of Graduate Students | 25-49% | 10-24% | 25-49% | 10-24% |
| Library Collection | | | | |
| No. of Vols at end of year | 361,300 | 160,625 | 1,075,213 | 882,740 |
| No. of Vols added in year | 13,225 | 13,688 | 46,449 | 38,467 |
| No of Periodicals received | 2,600 | 1,471 | 10,356 | 8,000 |
| Personnel - full-time equivs. | | | | |
| No of Professionals | 17.5 | 13.0 | 48.5 | 42.0 |
| No of non-professionals | 7.0 | 12.0 | 68.0 | 65.0 |
| No of hours of student assist. | 28,627 | 27,288 | 49,980 | 55,000 |
| Operating expenditures in \$ | | | | |
| Total | 340,200 | 250,160 | 909,353 | 836,606 |
| Salaries | 126,900 | 112,136 | 524,298 | 435,807 |
| Wages | 34,400 | 34,484 | 49,980 | 64,694 |
| Books & other lib. mat. | 130,900 | 75,400 | 270,051 | 216,150 |
| Binding | 15,600 | 15,940 | 29,148 | 31,610 |
| Other (ex. capital outlay) | 32,400 | 12,200 | 35,876 | 80,336 |
| Expenditure per student | \$24 | \$27 | \$65 | \$57 |
| Expenditure % of total Inst. expend. for Educ. & general purposes | 3.5 | 3.0 | 2.2 | 3.2 |

^{1/} Georgetown University does not supply data

Source: Library Statistics of Colleges and Universities, 1962-63
OE - 15023-63

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

28

Secondary School Class Rank of Freshmen^{1/}
Fall 1961, 1962, 1963

| The George Washington Univ. | U. of Pittsburgh | Washington University (St. Louis) | Georgetown University |
|---|--|---|--|
| Class Rank Per cent Per cent in top 1/5 in top 2/5 '61 '62 '63 '61 '62 '63 | Class Rank Per cent Per cent in top 1/5 in top 2/5 '61 '62 '63 '61 '62 '63 | Class Rank Per cent Per cent in top 1/5 in top 2/5 '61 '62 '63 '61 '62 '63 | Class Rank Per cent Per cent in top 1/5 in top 2/5 '61 '62 '63 '61 '62 '63 |
| Col. Coll. Men 35 34 37 71 61 61 Women 51 51 45 81 75 73 M & W 44 44 41 76 69 67 | All Schools Men NA 49 56 NA 81 93 Women NA 62 68 NA 87 89 M & W NA 54 61 NA 84 92 | Coll. of Lib. Arts M & W 70 60 65 92 86 89 | Coll. of Arts & Sci Men 51 62 47 76 85 71 Sch. of Bus. Adm. M & W 17 12 26 42 35 45 Sch. of Foreign Service Men 55 49 NA 77 77 NA Women 90 90 NA 90 90 NA M & W 59 54 49 79 79 68 |
| Sch. of Eng. & App. Sci M & W 33 25 37 52 52 52 | | Sch. of Engin. M & W 61 64 56 93 87 86 | |

^{1/} American University does not supply data

Source: College Entrance Examination Board Manual of Freshman Class Profiles, 1963 & 1964 editions

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

SAT Scores of Freshman Class 1/
Fall 1961, 1962, 1963

| THE GEORGE WASHINGTON UNIVERSITY | | | | | | | UNIVERSITY OF PITTSBURGH | | | | | | | WASHINGTON UNIVERSITY (ST. LOUIS) | | | | | | | GEORGETOWN UNIVERSITY | | | | | | |
|--|-----|-----|--------|-----|-----|-----|--------------------------|-----|-----|--------|-----|-----|-----|--------------------------------------|-----|-----|--------|-----|-----|-----|--|-----|-----|--------|-----|-----|-----|
| SAT | | | | | | | SAT | | | | | | | SAT | | | | | | | SAT | | | | | | |
| Verbal % | | | Math % | | | | Verbal % | | | Math % | | | | Verbal % | | | Math % | | | | Verbal % | | | Math % | | | |
| '61 | '62 | '63 | '61 | '62 | '63 | '63 | '61 | '62 | '63 | '61 | '62 | '63 | '63 | '61 | '62 | '63 | '61 | '62 | '63 | '63 | '61 | '62 | '63 | '61 | '62 | '63 | '63 |
| Col. Coll. Men | | | | | | | All Schools | | | | | | | Coll. of Lib. Arts M & W | | | | | | | Coll. of Lib. Arts Men | | | | | | |
| Over 600 | 23 | 23 | 27 | 26 | 28 | 31 | Over 600 | NA | 21 | 27 | NA | 38 | 49 | Over 600 | 37 | 37 | 44 | 37 | 43 | 49 | Over 600 | 35 | 46 | 44 | 45 | 53 | 48 |
| Over 500 | 65 | 60 | 65 | 70 | 72 | 75 | Over 500 | NA | 57 | 67 | NA | 81 | 87 | Over 500 | 82 | 82 | 89 | 79 | 80 | 87 | Over 500 | 81 | 87 | 84 | 84 | 92 | 87 |
| Women | | | | | | | Women | | | | | | | | | | | | | | | | | | | | |
| Over 600 | 26 | 32 | 39 | 10 | 16 | 18 | Over 600 | NA | 23 | 31 | NA | 21 | 27 | | | | | | | | School of Bus. Adm. M & W | | | | | | |
| Over 500 | 70 | 70 | 72 | 53 | 47 | 60 | Over 500 | NA | 64 | 73 | NA | 60 | 66 | | | | | | | | Over 600 | 13 | 11 | 13 | 16 | 13 | 12 |
| M & W | | | | | | | M & W | | | | | | | | | | | | | | Over 500 | 49 | 44 | 45 | 65 | 66 | 58 |
| Over 600 | 25 | 21 | 33 | 18 | 15 | 24 | Over 600 | 15 | 22 | 28 | 26 | 32 | 41 | | | | | | | | | | | | | | |
| Over 500 | 68 | 60 | 69 | 61 | 57 | 67 | Over 500 | 54 | 60 | 69 | 68 | 74 | 79 | | | | | | | | | | | | | | |
| School of Eng & App. Sci. M & W | | | | | | | | | | | | | | School of Engineer. M & W | | | | | | | School of Foreign Service Men | | | | | | |
| Over 600 | 19 | 16 | 12 | 53 | 40 | 48 | | | | | | | | Over 600 | 31 | 39 | 37 | 74 | 76 | 80 | Over 600 | 41 | 41 | NA | 23 | 34 | NA |
| Over 500 | 53 | 48 | 47 | 88 | 79 | 75 | | | | | | | | Over 500 | 65 | 73 | 75 | 97 | 98 | 96 | Over 500 | 83 | 81 | NA | 69 | 76 | NA |
| | | | | | | | | | | | | | | | | | | | | | Women | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | Over 600 | 77 | 77 | NA | 39 | 38 | NA |
| | | | | | | | | | | | | | | | | | | | | | Over 500 | 94 | 93 | NA | 52 | 90 | NA |
| | | | | | | | | | | | | | | | | | | | | | M & W | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | Over 600 | 46 | 46 | 48 | 25 | 31 | 26 |
| | | | | | | | | | | | | | | | | | | | | | Over 500 | 85 | 83 | 85 | 67 | 78 | 73 |

1/ American University does not supply data

Source: College Entrance Examination Board Manual of Freshman Class Profiles,
1962, 1963, 1964 editions

Report of the Senate Committee on Athletics

The first decision made by the Committee was that it should devote itself to an examination and evaluation of the University's intercollegiate athletic program. This decision was made, first and primarily, because it was the sense of the Committee that this was the most important and significant issue within the scope of the Committee's area of competence. Moreover, and secondarily, in light of the history of the report submitted by last year's Committee, it was felt that such an examination and evaluation, in a sense, was unfinished business.

The Committee next determined that in order to make an intelligent evaluation of the intercollegiate athletic program it would be necessary to have information concerning the financial status of the program. Consequently, a letter requesting such information was sent to Henry W. Herzog, Vice President and Treasurer, with copies to President Thomas H. Carroll, Dean of Faculties O. S. Colclough, Chairman of the Executive Council of the Senate W. H. Kraus, and Chairman of the Administrative Committee on Athletics T. P. Perros. With the full cooperation of the University's administrative body, the financial information requested was compiled, prepared and submitted to the Committee.

This financial information for the academic year 1962-63 demonstrates that the intercollegiate athletic program is a deficit operation. The amount of the deficit may be arrived at by two different methods of computation, each giving a different deficit result. For purposes of identification, these deficit results may be labeled "gross deficit" and "net deficit." The gross deficit is arrived at by including as an item of expense the total amount of grants-in-aid assistance provided by the University. This gross deficit is \$255,987.30.

The net deficit is arrived at by including as an item of expense only that portion of the grants-in-aid assistance in excess of tuition charges. This net deficit is \$152,401.30.

It has been suggested, and, indeed, last year's Committee recommended, that a student activity fee should be imposed, all or a portion of which should be allocated as an item of income to be credited to the intercollegiate athletic program. It has been suggested that the imposition of such a fee could eliminate the deficit created by the intercollegiate athletic program. Of course, it is a mathematical truism that if the amount of the deficit were divided by the number of students who were to be charged such a fee, and the result were to be used as the amount of the fee and credited as income to the intercollegiate athletic program, the deficit would be eliminated. However, it is the sense of the Committee that such an expedient merely begs, or ignores, the essential question: Is the expenditure for intercollegiate athletics a wise expenditure for this University? If the expenditure is a wise one, the resulting deficit of the operation should not be too shocking; or, if it is determined excessive, it could be eliminated or reduced by the imposition of such an activity fee. On the other hand, if the expenditure, or any part thereof, is not a wise one for this University, the imposition of such a fee would do no more than to increase the cost of student attendance at the University for the purpose of facilitating an unwise expenditure.

In attempting to determine whether or not all or any part of the money spent by the University on the intercollegiate athletic program constitutes a wise expenditure, the Committee considered a variety of factors. For the sake of logical presentation, these factors will be set forth first within the framework of the intercollegiate football program.

The University's football program is the largest single contributor to the overall program deficit. During the academic year 1962-63, it resulted in a gross deficit of \$143,174.95 and a net deficit of \$77,871.95; these figures

comprise over one-half of the gross and net deficit figures for the entire intercollegiate athletic program. In attempting to determine the wisdom of this expenditure, the Committee considered the factors immediately following.

1. Alumni Interest

A guest faculty member who appeared before the Committee stated that over an extended period of years he had attended a substantial number of alumni gatherings over a large part of the United States. He stated that he did not recall a single instance of any alumnus making any comment about, or inquiry concerning, the University's athletic program in general or its football program in particular. Another guest faculty member who appeared before the Committee stated that he had maintained correspondence with a substantial number of alumni over a period of years. He stated that, with the exception of two former intercollegiate athletes, no alumnus with whom he corresponded made any mention of, or inquiry concerning, the University's intercollegiate athletic program in general or the football program in particular.

In addition, it seems fair to assume that a substantial number of the University's alumni live in the Metropolitan Washington area and are potential spectators at our home football games. Yet the 40,000-odd empty seats at most of our home football games indicate an almost overwhelming lack of alumni interest in the football program.

2. Student Interest

The number of students who attended home football games during the 1962 and 1963 seasons, based on the number of student identification cards presented at each game, is as follows:

| | 1962 |
|----------|------|
| Furman | 1602 |
| Boston | 829 |
| Army | 2422 |
| Richmond | 1273 |

| 1963 | |
|---------------|------|
| Citadel | 1522 |
| VPI | 1356 |
| West Virginia | 883 |
| Brigham Young | 1202 |

During the football season of 1963 our student enrollment, exclusive of the College of General Studies, was as follows:

| | |
|----------------------------------|-------|
| Full-time undergraduate students | 3081 |
| Part-time undergraduate students | 1411 |
| Full-time graduate students | 1230 |
| Part-time graduate students | 3149 |
| Full-time unclassified students | 126 |
| Part-time unclassified students | 2249 |
| Total | 11246 |

All of the students listed in the above table have identification cards entitling them to free admission to football games.

A limited sampling of the undergraduate student body undertaken by a guest faculty member who appeared before the Committee indicated what he described as a "surprising lack of apathy." It indicated, also, student dissatisfaction with our schedule ("Why don't we play Notre Dame instead of Furman?"), and a belief that the football program was a profit-making venture, followed by inquiry as to why the "profits" realized were not used to improve intramural athletics.

From the point of view of the number of full-time undergraduate students, attendance at our home football games may be described as substantial for some games and considerably less than substantial for others. From the point of view of the total student enrollment, attendance at all home games would have to be described as insubstantial. Viewing the entire student body, and the composition of that student body, it is the opinion of the Committee that there is not overwhelming student interest in the football program and that it would be unrealistic to anticipate such interest.

3. Student Benefits

In assessing the benefits to our students arising from the maintenance of the football program, the Committee has considered the participating student and the spectator student.

Unquestionably, the participating student receives an exceptional program of physical training and discipline. However, the number of participants (approximately 35 a year) is rather insubstantial, and, it may be fair to assume, is comprised of those students least in need of such physical training.

In addition, it has been maintained that to the physical education major who participates in intercollegiate football, such participation constitutes a major career advantage. That is, upon graduation, the participant enjoys an advantage in securing a position in a high school or college physical education department over the physical education major who has not participated in intercollegiate football. While this may be true, the Committee feels that it is not substantially persuasive because (1) it involves a relatively small number of students (approximately 15 a year), and (2) it seems fair to say that those students would not be here in the first place were it not for the football grants-in-aid. To insist on the perpetuation of the football program with its grants-in-aid because of advantages to students who probably would not attend the University except for the grants-in-aid seems a bit like bootstrapping.

As to the non-participating student spectator, it has been maintained that the home football games provide a needed therapeutic device; that is, an opportunity to "blow off steam." One of the guest staff members who appeared before the Committee stated that attendance at the home football games tends to keep the students out of the taverns and off the streets.

However, our usual football season provides only four home games a season.

The student who does attend a game spends about two and one-half hours in the stadium. Taking transportation time into account (approximately one hour a game), the football program provides only 14 hours a year for "blowing off steam." In the opinion of the Committee this is not a particularly substantial contribution to the student spectator.

Moreover, the Committee feels that the student with a predisposition to frequent taverns or lounge on the streets either will not attend the games or, if he does, will find them to be at best a comparatively brief interruption of the fulfillment of his predispositions.

4. Attraction of Students to The George Washington University

It has been maintained that because of the existence of the intercollegiate football program, the University Athletic Director, head football coach and members of his coaching staff are invited to and appear at many high school lettermen's banquets. Since these banquets are attended by substantial portions of the student bodies involved and their parents, it has been maintained that these banquets provide an opportunity for those representatives of the University to "sell" the University to the high school students. It also has been maintained that elimination of the football program would result in the termination of invitations to appear at such banquets.

It has been suggested, too, that the presence of former George Washington University football players in the physical education departments and in administrative positions in the area high schools serves to induce those high school students to enroll at this University. That is, that these former football players, now connected with area high schools, can and do direct high school students toward this University.

However, even assuming the elimination of the intercollegiate football program, the Committee believes that the University Athletic Director and the coaching staffs of the University basketball team and other intercollegiate teams would continue to be welcomed guests at the various lettermen's banquets, thus retaining the opportunity to "sell" the University.

In addition, it is the judgement of the Committee that high school faculty members and administrators, alumni of the University but not former football players, would continue to advise their students of the advantages of attending this University. In fact, the Committee feels that today's high school students have achieved a level of academic sophistication where a recommendation from a faculty member or administrator engaged in a purely academic field or having a purely academic background would be more influential than one from a faculty member or administrator in the physical education department or having primarily a physical education background.

Moreover, it is the Committee's feeling that if student recruitment is an important aspect of the University's function - and surely it is - that faculty members of the University's various schools and departments make regular recruitment visits to area and out-of-area high schools, somewhat in the manner in which such visits are conducted by members of The Law School at various colleges and universities.

In addition, in determining the effect of the football program in attracting students to this University, the Committee has considered both the out-of-area and the local high school student. As to the former, it is the Committee's feeling that, putting aside the appeal that a particular department or school may have, the University's principal appeal is its location in the nation's capital. And that as compared with the other universities in Washington, D. C., our principal

appeal lies in the fact that we are the only private, secular institution of higher learning. The Committee feels that if intercollegiate football is a substantial factor in a student's selection of a college or university, it is unlikely that an out-of-area student would come to this University, since presumably he could find a college or university closer to home playing a higher calibre of football.

As to the local high school student, presumably no longer entranced by the nation's capital, it is the Committee's feeling that our principal appeal lies in our being the only private, secular university in the area. If such a student considers football a substantial factor in his selection, it seems likely that he would select a neighboring university where, again, a higher calibre of football is undertaken.

In conclusion, it is the opinion of the Committee that intercollegiate football is not a substantial factor in attracting students to this University.

5. Geographic Location of the University

The Committee feels that the fact that we are an in-city University located in a major metropolitan area with many and varied attractions for our students and the general public militates strongly against any substantial improvement in attendance at or interest in our home football games. The Committee feels that it is unrealistic to anticipate that there will exist here at any time the atmosphere prevalent at many so-called college towns, where the school's football games constitute the most exciting diversion in town for both students and townspeople.

Moreover, the Committee is of the opinion that probably most of our students are not particularly desirous of such an atmosphere or they would have attended a small-town school rather than this University.

6. Public Opinion

It has been said, and last year's Committee report, in quoting from an earlier study, stated that, "Like it or not (and we do not), public opinion plays an important role [in determining whether or not to maintain an inter-collegiate athletic program]." (The bracketed language is that of this Committee.)

Whatever may be the general rule of public opinion concerning inter-collegiate athletics, specifically football, to the extent that public opinion can be measured by public attendance, there would appear to be an overwhelming lack of public opinion concerning our football program. The 40,000-odd empty seats at most of our home games offer mute but persuasive evidence that the public simply isn't much interested in our football games.

7. Physical Facilities

It has been said that we are fortunate to have the big, new, beautiful D. C. Stadium as a site for our home games.

However, in the opinion of the Committee, D. C. Stadium is a most inappropriate site. First, it is off-campus; almost as far off campus as a stadium could be and still be in the District of Columbia. In the opinion of the Committee this fact is and will continue to be an adverse factor in stimulating student interest in our football games. Second, the size of the stadium is peculiarly inappropriate for our football schedule. The sight of 40,000 empty seats at most of our home games is not conducive to enthusiasm on the part of the students or other spectators. On the contrary, 40,000 empty seats can have only a depressing and discouraging effect on those who do attend a game.

The Committee has considered the possibility of playing home games on a high school field. This would offer a site more appropriate for our attendance and might encourage area high school students to attend our games, thereby seeing the University's football team. However, the Committee has concluded that use of a high school field inevitably would result in the labeling of George Washington University football as "high school football" with a consequent diminution of whatever prestige may result from our football program, or even a negative prestige factor.

It is the opinion of the Committee that there does not now and will not, in the foreseeable future, exist a facility appropriate for George Washington University's home football games.

8. Prestige

It has been maintained, and accurately, that in the Metropolitan Washington area the University's football team receives widespread publicity by means of newspaper reports of games and radio play-by-play accounts. As a result, thousands of people in the area read and hear about the University's football team. In addition, it is fair to assume that at least the scores of the University's football games are published in newspapers outside the Metropolitan Washington area. Consequently, the football team secures a substantial amount of publicity for the University.

However, two problems exist in connection with this publicity. First, in view of the less than outstanding success of the football team over a period of years, there is at least some question as to whether or not this publicity can be equated with prestige. Second, and even more important, even assuming that this publicity does have some prestige value, two questions arise:

Prestige with whom? And how does this prestige benefit the University? Certainly there is no evidence that the thousands of people who read and hear about the University's football team are motivated thereby to make financial contributions to the University. It already has been noted that in the opinion of the Committee the football program, and the prestige arising therefrom, do not constitute substantial factors in attracting students to the University. It has been noted, too, that there seems to be very little alumni or general public interest in the University's football program. After viewing these factors and attempting to analyze the intangible aspects of this claimed prestige, the Committee feels that the publicity resulting from the University's football team does not bring substantial prestige to the University.

Moreover, it is the sense of this Committee that the funds currently expended for the football program could bring substantial and continuing prestige to the University if used to attract academically outstanding students to the University. It is the sense of the Committee that such a program, in addition to, and as a consequence of, raising ever higher the academic standards of the University would achieve the most substantial, basic and important kind of prestige for the University. Further, it is the judgement of the Committee that this kind of prestige is the type most likely to attract substantial financial grants to the University.

Basketball

Many of the factors considered above in the context of our football program have some degree of applicability to our basketball program. However, differences do exist, in degree, at least, if not in kind.

For example, while we lack an on-campus site for our basketball games, the off-campus facilities utilized (Fort Myer Field House and, on occasion, Washington Coliseum) seem much more appropriate in size for our basketball games than does D. C. Stadium for our football games. The facilities used for our home basketball games usually are substantially filled for those games.

In addition, while the football season usually offers only four home games for student (and general public) attendance, the basketball season offers 11 or 12 home games a season, and frequently those games are preceded by freshmen games. And, finally, the operation of the basketball program results in a deficit substantially less than that incurred by the football program. In fact, the basketball program deficit (gross deficit: \$55,964.43, net deficit: \$35,724.93) is less than half of the football deficit. In the opinion of the Committee the basketball program can achieve for the University virtually all of the benefits claimed for the football program and is not subject in the same degree as is the football program to the inherent difficulties considered in the factors set forth above.

Conclusions

It is the sense of this Committee that consideration of the factors set forth above leads to the conclusion that the University's intercollegiate football program is unsatisfactory and that those factors which make it so are factors which will continue to exist in the foreseeable future.

In general, four approaches may be taken to an intercollegiate football program. First, a "big time" football program could be undertaken. In the

opinion of this Committee such an approach would be inconsistent and incompatible with the primary goals and objectives of this University. Second, a de-emphasized football program, which means, in effect, the substantial reduction or total elimination of grants-in-aid assistance, could be undertaken. In the opinion of this Committee such an approach would aggravate and exacerbate the presently unsatisfactory aspects of our football program. A de-emphasized program, of course, would require a de-emphasized schedule, and such a schedule very likely would have an adverse effect on alumni interest, student interest, interest on the part of the general public, and a diminution of whatever prestige may arise from our football program. In addition, it seems fair to assume that such a de-emphasized schedule would result in even more empty seats at our home football games.

The Committee's examination of the Constitution and Bylaws of the Southern Conference indicates that they are silent as to the obligation of a member school to continue to maintain an intercollegiate football program. The Commissioner of the Conference has stated to the Committee Chairman that if a member school were to discontinue intercollegiate football, the Conference probably would initiate the following procedures: First, the Executive Committee of the Conference would direct the Schools and College Committee of the Conference and the Committee of Athletic Directors of the Conference to conduct a full inquiry into the reasons for such action and into the entire intercollegiate athletic program of the member school. Upon the completion of such inquiry, those two committees would submit reports to the Executive Committee of the Conference. The Executive Committee of the Conference, in turn, would study these reports and then forward them, along with its recommendation, to the Conference as a whole. In this context, the "Conference as a whole" refers

to a body consisting of a faculty representative of each member school. That body would make a determination as to whether or not the member school should continue to be a member of the Conference.

It is the hope of this Committee that in light of the factors which have led this Committee to its conclusion, and in view of the University's entire intercollegiate athletic program, the Conference would decide to retain the University as a member school. However, even if an adverse decision should be made by the Conference, it is this Committee's considered opinion that the best interests of this University dictate the discontinuance of the intercollegiate football program.

Taking into account all of the factors set forth above, it is the opinion of the Committee that an intercollegiate football program is not in the best interest of the University and the expenditure for its maintenance is not a wise one. Viewing the factors as they exist and as they are likely to exist in the foreseeable future, it is the opinion of the Committee that an intercollegiate football program at this University cannot achieve a level of excellence, using that phrase in its broadest sense. In the opinion of this Committee it is unwise for the University to continue to expend substantial sums of money for a program which cannot achieve the level of excellence which the University is seeking in all of the areas of its endeavors.

On the other hand, use of funds currently expended on the intercollegiate football program to recruit and enroll at this University academically outstanding students would constitute a program calculated and likely to achieve a high level of excellence. While there may be substantial factors precluding excellence in our intercollegiate football program, there are not such factors precluding excellence in scholarship at this University.

Recommendations

The Senate Committee on Athletics recommends the following:

1. That the University's intercollegiate football program be discontinued.
2. That all other intercollegiate athletic programs maintained by the University be continued.
3. That existing contractual obligations between members of the football coaching staff and the University be honored by the University.
4. That financial commitments made by the University to currently enrolled students participating in the intercollegiate football program, or whose participation therein was contemplated, be honored by the University.
5. That to the fullest extent practicable present members of the football coaching staff be given the opportunity to accept positions as members of the University faculty or staff.
6. That until the obligations and commitments referred to in recommendations 3 and 4 be terminated, the University expend a sum of money equal to the net deficit realized by the football program (approximately \$75,000 a year) to recruit and secure the enrollment of academically outstanding students, and that such funds be used for recruiting, scholarships, and direct financial assistance to such students; and, further, that such sum of money be in addition to any sum as may be expended presently for such purposes.
7. That upon the termination of the obligations and commitments referred to in recommendations 3 and 4, the University expend a sum of money equal to the total grants-in-aid assistance presently given to participants in the intercollegiate football program (approximately \$140,000 a year) to recruit

and secure the enrollment of academically outstanding students, and that such funds be used for recruiting, scholarships, and direct financial assistance to such students; and, further, that such sum of money be in addition to any sum as may be expended presently for such purposes.

Respectfully submitted,

J. W. Skinner (Economics)
E. L. Stevens (Speech)
D. E. Seidelson, Chairman (Law)

April, 1964

Minority Report of the University Senate's Committee on Athletics

To enable the University Senate to evaluate more completely the Inter-collegiate Athletic Program of our University, this Minority Report of the University Senate's Committee on Athletics is respectfully submitted.

At the second meeting of the Committee, on December 20, the financial statement on athletics was presented to the Committee. Immediately and unanimously the Committee with practically no discussion approved the inter-collegiate athletic program with the exception of football.

The six-man Committee was equally divided in their evaluation of the question to continue or discontinue the football program. With the ex officio member not eligible to vote, the report to the University Senate resulted in a Majority Report representing three members and a Minority Report representing two members.

It should be noted that in 1962 the University Senate appointed a six-man Committee to evaluate the athletic program. This Committee recommended to the Senate by a 5-1 vote that the full existing program of intercollegiate athletics be continued. The report also recommended an activity fee to assist in the financial support of the program. On the basis of this experience, it appears that the Senate may very well expect continuing annual reports which reverse the recommendations of the previous year.

In the Majority Report made to the University Senate, abolition of the football program was recommended. The Minority members of the Committee consider this decision to be precipitous, unsupportable in fact, ill-advised in terms of University policy-objectives, and to constitute a negative approach toward the potentialities of this University.

I

The Rationale for a Full Athletic Program

The George Washington University has always been proud of its unique character as a non-sectarian institution of higher learning offering a comprehensive program of instruction and research in substantially all of the important professions and disciplines. Perhaps the basic assumption and most distinctive quality of the idea of the complete University is that such a concept fosters an appreciation for the diversity of attitudes, interests, and desires that are to be expected in a liberal, progressive university environment. It assumes a certain degree of respect for the interests, and even ideas, that span the total human perspective. The whole American experience reflects the prominent and vital role of intercollegiate athletics in a complete university program.

The George Washington University has an honorable tradition of participation in intercollegiate athletics. Some of its teams have been outstanding, such as the Sun Bowl Football Team of 1957. Our basketball teams have reached a position of national prominence during many seasons. Some of our former students who have been athletes, such as Leemans, Auerbach, Davis, Holup, Devlin, Hanken, Faris and (currently) Dick Drummond, have effectively and favorably spread the name of this University throughout most of this country. It is an obvious fact that one of the most energetic and active alumni groups within the University structure is the Colonials, Inc.

In our great urban University, which must wage a continuing struggle against an automated and impersonal complexion, no other activities can present the same dynamic rallying point for total University interest as can strong football and basketball programs. This is a lesson that the vast majority of prestige schools have learned and applied for many, many years.

These schools recognize that a football program does not merely benefit 70 students. It presents a bright focus of attention and interest for the whole University Community. It serves to make us all recognize that among our schools, departments, faculty, students, alumni, and especially prospective students, there is a basis for a true community of interests, even enthusiasm.

Our nation is emphasizing the need for upgrading the total fitness and physical fitness of our youth. The recommendation of the Majority Report is in direct opposition to the attention being focused on this subject by our Government. As an institution in the Nation's Capital, our actions should reflect national objectives. Each individual, school, and community must rededicate itself to making our nation strong.

The George Washington University Catalogue states, "A balanced program of student extra-curricular activities is an integral part of the University program." Certainly, football has always been considered an integral part of a balanced program of extra-curricular activities.

Football at our University dates back to 1894. It has provided an essential point for the manifestation of school spirit. It has appropriately complemented the University's main function of developing the intellect.

Our football activity has carefully conformed to the rules and regulations of the Southern Conference and the NCAA. Our football coach is president of the Southern Conference Football Coaches Association. The athletic director, a past president of the Southern Conference's Athletic Directors Association, is presently a member of the NCAA's Committee on Legislation. Students participating in football must and do meet the scholastic requirements of the University. The faculty, through its representatives on the Faculty Athletic Committee, has

both the opportunity and responsibility to review regularly the football program and to assure its institutional soundness.

This Committee, composed of members from the schools or departments of Medicine, Law, English, Science, and Education, support the moderate approach to intercollegiate athletics that our present program maintains.

II

Detailed Discussion of Factors Involved

The value of any activity, program, department, or school budgeted by the University cannot be solely measured by financial gain or loss. The vast majority of The George Washington University's activities, programs, departments, and schools operate at a financial loss. This obviously cannot be construed to mean that they do not make a positive net contribution to the University.

It is charged by the Majority Report that the net expense of football to the University of \$77,871.95 is an unwise expenditure. The Majority Report further approves the net expense of \$46,538.66 for the other sports. It is of interest to note in this connection that the average student attendance at basketball games is less than half of those attending football games. The presumption that the expenses for basketball and the minor sports are justifiable while the football expense is not, is supported by nothing more than bare assertion. The hard facts, however, lend no support to this assertion. The following specific and positive benefits are derived from our football program. Losses of these benefits could never be compensated for by the other activities of the athletic program.

1. Publicity and Public Relations values to the football program.

a. Five-thousand-column-inches of space in the three local daily newspapers concerning The George Washington University. Purchasing such space would cost in excess of \$45,000.

b. Over fifty-seven hours of radio time. The purchase of such time could cost over \$20,000. It is also noteworthy that the popular George Washington University Metroplex Radio Series of 39 half-hour shows per year

is an outgrowth of the football broadcasts. From WOL alone the University receives 750 spot announcements per season. Fifty minutes of radio time a year is devoted to promotion of various schools and departments by their representatives.

c. Wire service coverage from coast to coast on each football contest. This coverage includes announcements on radio and TV, the name of the University in every paper carrying football results, and a synopsis of our games in newspapers in cities such as Chicago, Kansas City, New York, Boston, Atlanta, Los Angeles, and Philadelphia. While the purchasing price of this national coverage of The George Washington University cannot be precisely computed, it is obviously substantial.

d. Press releases originating from the Athletic Department concerning The George Washington University go to over 250 newspapers and radio and TV stations throughout the country each week during the football season. The purchase of this publicity, which is in addition to our extensive local coverage, would be considerable.

e. The motivation for the activities for possibly the most vigorous alumni group affiliated with the University, Colonials, Inc. The University cannot afford to sacrifice the interest, the loyalty, or the substantial contribution in time, service, and money of this group. Many of the Colonials are annual contributors to the alumni fund. The Colonials, Inc. should be encouraged, not dismissed as unwanted.

f. Members of the football staff receive and accept approximately 100 invitations annually to be the principal speaker at high school banquets and at functions of civic organizations. The department policy prohibits remuneration,

such activities being considered a professional obligation to the University. Clearly, The George Washington University always figures prominently in these talks. The assumption that this practice could be continued at the same high level by just the athletic director and basketball coach is absurd. First, it would be humanly impossible for two men to undertake this schedule, and secondly, it is ridiculous to think that a basketball coach would be invited to speak at football gatherings or banquets.

g. The football staff makes over 300 personal visitations per year with high school students, principals, or guidance counselors, including all local secondary schools, and schools in Virginia, Maryland, Delaware, Pennsylvania, Ohio, New Jersey, and New York. Only by this approach have numerous principals and guidance counselors been made aware of the educational standards, the courses of study available, and the special advantages of pursuing an education in the Nation's Capital.

Football is the largest single source of publicity available to the University. This publicity is wholesome and positive, and is a credit to the University. Such publicity cannot be accomplished through letters to the editor, by advertisement of social or cultural functions, or by announcement of individual achievement awards. What other University source can demand daily publicity? The name of The George Washington University must be presented in the most favorable possible light throughout this country by every available communication source. Our existing football program clearly accomplishes more in this respect than any other single activity of the University.

Prestige

The maintenance of a sound, balanced intercollegiate athletic program, including football, definitely contributes to an institution's status and prestige. Since all colleges and universities periodically evaluate their athletic programs, it is interesting to note a few of those that continue to find positive value in their football programs: Stanford, California, U.C.L.A., Harvard, Yale, Columbia, Dartmouth, Army, Navy, Notre Dame, Temple, Holy Cross, Duke, Virginia; and the smaller schools such as Davidson, Amherst, Colgate, Swarthmore, Lehigh, and others. In the last decade institutions abolishing football have been Hardin-Simmons, Creighton University, Denver University, Marquette, St. Ambrose, and Scranton University.

The football scheduling policy at The George Washington University recommends a nine game schedule. Five or six of these games are scheduled with Southern Conference opponents. Two or three games are scheduled with institutions emphasizing a moderate football program that are located in various geographical regions of the United States. Normally these games are played in the New England or the Midwest areas. One game is normally scheduled with a "name school," such as Army, Navy, Florida, Vanderbilt, or the Air Force Academy.

The Student

Following World War II, during which we had no football team, football was brought back to the University because of student demand.

The truly collegiate activities program is oriented toward the full-time undergraduate student, not the graduate student or the part-time graduate or undergraduate student. In what direction is The George Washington University

presently moving? Statistics from the Office of the Registrar indicate:

| | <u>1960</u> | <u>1963</u> | <u>Increase</u> |
|--------------------------|-------------|-------------|-----------------|
| All students | 10,183 | 11,246 | 1,063 |
| Full-time undergraduates | 2,354 | 3,081 | 727 |

Ninety-three per cent (93%) of the entering freshmen for 1963-64 were full-time students. The above figures indicate sixty-eight per cent (68%) of the increase was on the full-time undergraduate level. Commencing this fall, approximately 2,000 will be on-campus resident students. The Office of the Dean of Men states that over ninety per cent (90%) of these resident students will be full-time undergraduate students. An all-out University effort has as its goal 500 additional in-resident units each year commencing in 1965-66.

Contrary to the Majority Report, our University is not a commuter institution. In our future plans we cannot over-emphasize the changing concept of our campus from a commuting University to an in-residence University. The program of activities must be varied (dance, drama, music, athletics) in order to have a well-rounded program. Present students and prospective students expect a complete college atmosphere that includes the subject of this Report, namely an athletic program, and football in particular.

The Majority Report charges apathy among the students relative to football. This is an assertion; it is not supported by fact. The facts are that in the last 31 home football games over the past nine years, over fifty per cent (50%) of the full-time undergraduate students were in attendance. No activity can hope to appeal to one hundred per cent of the students. Student leaders in

other activities consider fifty per cent participation an exceptionally high percentage. Even though Lisner Auditorium seats only 1500, a full house at student events is rare, and Lisner is located right on campus.

It should be recognized, of course, that attendance at the four home games per year is only one part of the activities associated with inter-collegiate football. There are pep rallies, float preparations, house and campus decorations, parades, election of queens, Homecoming drama productions, dances, open houses, etc. Why eliminate the focal point for these activities?

Contact with student leaders on the campus does not support the "student apathy" assertion of the Majority Committee Report. Our intercollegiate athletic program identifies the student with a tangible entity, one that provides a single cohesiveness for the entire student body. The following letter by a student co-ed, Student Activities Assistant, Linda Sennett, expresses an opinion concerning football at The George Washington University:

"Are you kidding? Why football could be one of the biggest things at G.W.U. Students talk about the team all the time. And don't you think they don't know what's going on, because they do. Maybe they don't go to all the games, but I guarantee they have their radios tuned in for most of the games. If students weren't interested in athletics, would the Hatchet devote a full page to athletics each week?

You ask why attendance is poor? Did you stop to think that if we had a winning team, no one would want to miss a game. How was attendance when our team was winning as compared to when we were losing? Think about that.

Another argument against abolishing football - students study all week long. On the week-ends they have to release their tensions. What better or healthier means could there be than an outdoor football game. Boys like to take dates to the football games on Saturday afternoons, and parties are held after the games. What better way to arouse school spirit?

About school spirit. The main complaint I've heard is that students do not identify themselves with The George Washington University. Why not? Don't you think that if we had a winning team people would not only feel an identification with their school, but would brag about it to others? What better way to publicize the name of the University and help get other students to come here. I suggest a winning team, not the abolishment of a team.

If we have student apathy now, what would it be without football? How does the University look without a team? How would this affect alumni contributions? How would this affect enrollment? How would this affect participation in other student activities?

I don't think the answer is removing football. This could create student apathy to such a point that an important aspect of college would be missing at George Washington. The individuals produced by the University would not be the student leaders and successful graduate students which we have had in the past, but book learners. This is fine, but does this teach people to work with others and to get to know them? Before you can be successful, you must learn to know people. What better way than to spend a day with them at a game, or cheer with them at a pep rally or compete with them in a float parade. Imagine Homecoming without a pep rally, float parade or a football game!

The answer is a better team, not abolishing the team."

Student Activity Fee

The Minority Committee suggests the University administration evaluate the benefits of establishing an activity fee. It is the practice in American colleges and universities to support university activities through this means. The vast majority of institutions operate at a financial deficit relative to football; however, the purpose of an activity fee is to lend financial support to the athletic program. Southern Conference members and local institutions are typical of universities throughout the country in their policy of charging an activity fee. The following fee per student is allocated to defray or eliminate athletic expenses at the following schools:

| <u>Conference members</u> | | <u>Local</u> | |
|---------------------------|---------|--------------|---------|
| Citadel | \$30.00 | Georgetown | \$35.00 |
| William & Mary | 22.00 | Maryland | 20.00** |
| Davidson | * | American | 3.00 |
| Furman | 15.00 | | |
| George Washington | 0 | | |
| Richmond | 24.00 | | |
| V.M.I. | 25.00 | | |
| V.P.I. | 26.00 | | |
| West Virginia | 12.00 | | |

* Allocated 37% of total alumni contributions

** Assessed each student registered for seven or more hours.

The Minority Members recognize that it must be a matter of University fiscal policy as to whether an activities fee as such will be charged. We do want to bring to your attention, however, that such a fee is a practice accepted by the vast majority of universities to defray the cost of their athletic program. If this University prefers not to designate and assess a separate athletic fee charge, then it should expect to allocate the necessary amount from the overall tuition charge to support the athletic program.

The Prospective Student

The Majority Report expressed "opinions," "feelings," and "judgments" relative to the appropriate approach for the recruitment of prospective students for The George Washington University. These three opinions of the individual members presented no facts or research. The two members of the Minority Committee with extensive recruiting experience with high school principals, students, and guidance counselors are well aware of the pressures by colleges and universities seeking the enrollment of well qualified high school students.

The Majority Report further states that the recruitment program should be carried on by the members of the faculty of the University's various schools, both in the local area and in out-of-town high schools. Theoretically, this is an excellent suggestion. This is, however, mere speculation. The fact is that a systematic recruitment of undergraduate students by members of the faculty has been the exception, not the rule. It is fact, not speculation, that the staff members of the Athletic Department make 300 high school visitations a year and are requested as guest speakers at 100 high schools each year. There is no remuneration for either visits or speeches.

The Majority Report further states, "A recommendation from a faculty member or administrator engaged in a purely academic field or having a purely academic background would be more influential than one from a faculty member or administrator in the physical education department or having primarily a physical education background." There is no foundation for such an attack on the Physical Education major of this University. Last year a Physical Education major and a participant in the football program, Frank Pazzaglia, received the Phi Delta Kappa Award as The Most Outstanding Graduate in the School of Education. In 1961-62 the same honor was awarded to Woodbury Weimern, a Physical Education Major.

The Majority Members' "feelings" that these high school faculty members with athletic background have less influence on their students than their purely academic colleagues is completely refuted by the evidence. A recent survey conducted by Dr. Ellsworth Tompkins, Executive Secretary, National Association of Secondary School Principals, related that 65% of all secondary school principals had physical education backgrounds or coaching experience during their professional careers. Further, Dr. William J. Ellenda, Assistant Secretary, Association of School Administrators, stated that in a recent survey of 10,160 school superintendents, over 50% coached at one time during their professional teaching and school administrative careers.

Today, very few high school graduates would select a University solely because it has a football team. However, the qualified high school graduate does desire to be associated with a University of high academic standards which also provides him an opportunity as a student to participate in a full range of activities available at the great majority of universities.

The elimination of a University activity is clearly not an attraction to a prospective student. Most prospective students associate the University atmosphere with dormitory life, sorority and fraternity affiliation, campus politics, and a balanced athletic program. Elimination of any of these accepted activities would be injurious to the University's future recruitment program. This judgment is supported by the following letters from T. E. Smith, Educational Counselor, and G. W. G. Stoner, Assistant Director of Admissions.

April 7, 1964

TO: Dr. J. H. Krupa
FROM: T. E. Smith
SUBJECT: Athletics and Student Recruitment

As you know, I have been responsible for student recruitment for the past ten years.

This job required school visits from New York to Norfolk and as far west as Chicago, and resulted in my talking to an average of between 2500 and 3000 high school students each year. These students want to know the following things:

1. Admissions requirements
2. Costs
3. Academic offerings
4. Academic standing of specific departments
5. College life with marked interest in fraternities and athletics.

If these points were not covered in the general presentation, someone would ask a direct question. If our team was particularly good or we had an outstanding player, some student would invariably mention it to me. I was impressed by the fact that students at a distance from Washington often knew more about our football than one would expect. A top-flight team generates interest. It seems that a really good football team hits the headlines across the country and arouses the curiosity of students who otherwise might never look at our catalogue.

Students seem to identify with a successful football or basketball team. There is great vicarious participation and enjoyment. School spirit is generated and students boast of the prowess of their team. All of this publicity is a great aid to general student recruitment because the feeling seems to be, if the school is that good in matters of minor importance, it must be very much better in the academic matters which are of major importance. Where all other things are equal, a student will prefer to go to a school that has a good football team to one that has none.

I have discussed this subject with the directors of admissions for American University and the University of Maryland. They concur in the statements made above.

April 8, 1964

TO: J. H. Krupa
FROM: T. E. Smith
SUBJECT: Football

In my previous memo, I did not include the statements of Father John Divine, Director of Personnel at Georgetown University. He said that football is a very excellent source for consolidating the spirit of the student body in the Fall. It gives a very healthy outlet for student exuberance and unifies the student body in a very strong and desirable way. In the absence of this unifying force and source of outlet, the students often find undesirable means of letting off steam. Georgetown has tried to take advantage of this by intramural football. It has met with some success but there has been (according to statements of another official) more examples of undesirable student enthusiasm than existed when intercollegiate football was conducted. Georgetown took a step last year toward meeting some of the natural desire of students for intercollegiate football by scheduling a game with Frostburg State Teachers' College. This was cancelled due to the assassination of President Kennedy. The plan had called for expanding the schedule to include such schools as Gallaudet and other colleges whose teams are composed of non-scholarship athletes.

John Wakefield, at American University, stated that the question of intercollegiate football is brought up regularly by students; they argue that it creates and consolidates school spirit. Three years ago at the instigation of the student council, a thorough survey was made and it was found that there were not enough students on campus capable of playing football. Excluding football scholarships, it would cost \$190,000 to get started. Therefore, it was determined to put their efforts on getting a fieldhouse that could adequately take care of the crowds for basketball games. However, it is Mr. Wakefield's opinion that it won't be long before students will again be agitating for football. Both men stated that high school students frequently ask whether or not the college has football and they both believe that the newspaper publicity derived from successful athletic teams gives assistance in publicizing the name of the school that could not be derived in any other way. There is no doubt in their minds about the value of this publicity in student recruitment.

April 8, 1964

Memorandum to: Dr. Krupa

From: G. W. G. Stoner

Subject: Account of Trip Impressions

1. Background: During the early part of March, I interviewed over a hundred prospective students and applicants from the Boston-Hartford-New Haven area. The trip afforded an excellent opportunity to describe the University, its programs and standards to a maximum number of students from a wide variety of different secondary schools in a minimum amount of time.

Many questions were asked about athletic facilities and intramural programs on campus. There was a widespread interest in a strong active intramural athletic program.

Whenever the opportunity arose, I made a point of asking men in particular to express their views on the importance of an intercollegiate athletic program at an urban institution such as ours. The consensus was that the program could play an important role in helping to build esprit de corps among the student body, even without a winning team. Most were aware of our football schedule and record and referred to our recent basketball record at Charlotte, N. C.

GWGS:1nm

The Physical Education Major

The football program provides an important additional component in the instructional program of the Physical Education major who plans to follow the teaching-coaching profession.

It is stated in the Majority Report that an average of 15 students receive baccalaureate degrees in Physical Education per year. The Report further refers to this number as insignificant. It is interesting to note that very few majors exceed this number, and it may be somewhat surprising to some to note how many majors have less.

"A Summary of Degrees by Major for Academic Year 1962-63" including Physical Education, but excluding Education, is as follows:

| | |
|-----------------------------------|-----------|
| Business Administration | 49 |
| Electrical Engineering | 39 |
| International Affairs | 36 |
| History | 34 |
| English Literature | 32 |
| Political Science | 32 |
| Psychology | 31 |
| Economics | 19 |
| Pharmacy | 19 |
| <u>Physical Education</u> | <u>19</u> |
| Zoology | 19 |
| Accounting | 16 |
| Chemistry | 15 |
| Public Affairs | 15 |
| American Thought and Civilization | 12 |

| | |
|------------------------------------|----|
| Art History and Theory | 12 |
| Anthropology and Sociology | 10 |
| Sociology | 10 |
| Civil Engineering | 9 |
| Mathematics | 9 |
| Mechanical Engineering | 9 |
| Physics | 9 |
| Speech | 9 |
| Bachelor of Science in Engineering | 8 |
| Biology | 7 |
| Drawing and Painting | 6 |
| French Language and Literature | 5 |
| Pre-Medical | 5 |
| Russian | 5 |
| Geography | 4 |
| Journalism | 4 |
| Philosophy | 4 |
| Religion | 4 |
| Spanish Language and Literature | 4 |
| Anthropology | 3 |
| Commerical Art | 3 |
| Statistics | 3 |
| Mathematical Statistics | 2 |
| Medical Technology | 2 |
| Botany | 1 |
| Business and Economic Statistics | 1 |

| | |
|----------------------------------|---|
| Dramatic Art | 1 |
| Geology | 1 |
| Germanic Language and Literature | 1 |
| Latin American Civilization | 1 |
| Sculpture | 1 |

The 109 baccalaureate degrees in Education:

| | |
|---------------------------|-----------|
| Elementary Education | 37 |
| <u>Physical Education</u> | <u>19</u> |
| English | 13 |
| Home Economics | 10 |
| Social Studies | 8 |
| Business Education | 6 |
| French | 4 |
| Geography | 2 |
| Chemistry and Physics | 1 |
| General Science | 1 |
| History | 1 |
| Mathematics | 1 |
| Russian | 1 |
| Social Studies, English | 1 |
| Spanish | 1 |

Of the 19 Physical Education students to receive baccalaureate degrees in 1961-62, 11 did not receive grants-in-aid; in 1962-63, 10 did not receive grants-in-aid.

The above degrees granted in major fields indicate eight major areas exceed the number of degrees granted in Physical Education and that 36 major areas grant fewer degrees. The elimination of football would seriously endanger the continuation of the Physical Education major. We have a responsibility to the community and to society to prepare young men to teach a subject demanded by law in at least 48 of the States.

The Alumni

One of the largest and, without doubt, one of the most active alumni groups is The Colonials, Inc. Because of the football program this group has a very close association with the University and makes numerous contributions to our school.

The George Washington University Letterman's Club is very active locally. A women's auxiliary of this Club is being formed. In addition, Lettermen's Clubs are being formed in New York City and Chicago.

These groups include many alumni in the younger age bracket. We must encourage these people to find a facet of University activity that will promote continued association with The George Washington University.

No organized fund-raising campaign for athletics has been conducted because the University has never approved such action. Neither the Alumni nor anyone else is apt to contribute funds unless asked. However, it may be interesting to the University Senate that one of the largest, if not the largest, alumni contributions to The George Washington University is the Pairo Fund. The following is extracted from a letter dated April 24, 1964, to Professor Seidelson from Henry W. Herzog, Vice President and Treasurer:

- "1. The Pairo Fund bequeathed to the University in 1930 by Richard E. Pairo, an alumnus of our Law School, is 'for the use and benefit of the Athletics of the University, either by using the principal for the purchase of a Campus, or the building and equipping of a Gymnasium, or investing the principal and devoting the income thereof in promoting the Athletic Sports of the University as the Trustees and Faculty of the University may deem wisest and best.'

The Board of Trustees at its meeting February 21, 1957, acknowledged the action taken by the Faculty Committee on Athletics in behalf of the Faculty of the University, and designated Square 57, bounded by 22nd, 23rd, F and G Streets, N.W., for the development of athletic facilities of the University.

This fund in the original amount of approximately \$500,000 has been used for the purchase of real estate in this square. The University continues to purchase real estate in this square as in other squares of the University area. When all the property in Square 57 has been acquired, it can be used as designated."

The land purchased by this fund has, therefore, greatly contributed to University expansion.

With reference to the lack of communications from the alumni concerning athletics, as indicated by the Majority Report, representatives of the Department of Athletics and the Department of Physical Education for Men can very positively state that inquiry about our athletic program is a daily occurrence.

It may be of interest to the University Senate that although some of us never, or seldom, attend the Senators' baseball games, we are vitally interested daily in the baseball results and we are avid non-attending fans. The assertion that all alumni must attend games to manifest an interest in The George Washington University's football team is pure supposition.

Instead of running down the substantial alumni support that is shown for our football program and hence, for the University as the Majority Report does, it would be much more constructive to University purposes to channel and stimulate this existing interest into constantly increasing support.

Facilities

The Majority Report bemoans the fact that we do not have a football stadium wholly suited for our specific needs. This is a criticism that can be made of many University activities, but surely is no cause to abolish them. Certainly, all contests do not offer the sight of 40,000 empty seats as the Majority Report so erroneously stated. It could be little more than a personal observation if empty seats are found depressing. The thousands of people viewing our football games do not share this opinion.

Let us consider the advantages that accrue to the University through our access to the new D. C. Stadium. We are able to rent this facility, which is recognized as one of the finest in the country, for only \$10,000 a year, with no capital outlay and no maintenance costs. Maintenance and repairs alone for a University-owned stadium would exceed \$25,000 per year. This financial fact dictates our present policy of leasing D. C. Stadium at an expenditure envied by most universities. Secondly, this Stadium affords the University the opportunity of hosting a national power such as Army. This game attracted 26,000 spectators and provided the University nation-wide publicity. Another game attracted 20,000 and two other games attracted 12,000 each.

The Majority Report found little fault with the off-campus basketball facilities indicating they are of a more appropriate size and substantially filled. The facts are (1) Washington Coliseum is old and dirty; it is an ice-skating rink, not a basketball facility, and (2) Fort Myer, while more convenient, cannot seat the crowds of some of our games.

Value of Conference Affiliation

The University has attained national stature by membership in the Southern Conference, a Conference recognized by the National Collegiate Athletic Association as one of the 14 major conferences throughout these United States. Each Southern Conference member maintains a football program, and the Conference constitution prohibits admission to a new member to the Conference that does not include football in its athletic program. Further, the Conference treasury has cash assets in excess of \$200,000 of which over fifty per cent is derived from football income.

Based on the above, it is inconceivable that this University or any other conference member could continue membership within the Southern Conference without a football program. Without Conference affiliation a moderate athletic program cannot survive. As an independent, an institution must either be "big time" or have their program dictated by the conferences. A select few "Big Name Schools" are successful as independents. New conferences occasionally are founded, and practically all independents seek admission to these newly organized groups.

Dean Nutting emphasized in the University Senate discussion on March 13 the importance of conference affiliation. Director of Athletics Robert K. Faris stated that Conference membership contributes to a stabilized athletic program and affords the scheduling and playing of contests with institutions under strict eligibility regulations.

Institutions participating in athletics as independents, by necessity, contract for games against opponents not of their preference, but with those institutions with varied entrance, academic, and athletic policies.

The Southern Conference, the oldest athletic conference in our nation, affords us the opportunity to promote a friendly though spirited rivalry between schools; regulates athletic competition; equalizes competitive opportunities; facilitates schedule making; promotes local and national publicity; demands ethical practices; standardizes eligibility; provides a means of discussing and deciding mutual problems; results in better officiating; maintains athletics under faculty supervision; and focuses attention on educational values of athletics.

This University would be very naive to entertain the suggestion that without football we could continue our Conference relations.

III

Conclusion and Recommendation

Detrimental Effects of Abolishing Football

The Majority Report shows an astonishing disregard for the consequences of its recommendation. Just where would abolition of football leave the various University groups and activities affected? How would this action strengthen the University's program or its public image? What, specifically, would any School or Department gain? How would abolition of an activity that at least half of our full-time students find stimulating and wholesome enhance student morale and sense of University pride? We know that many prospective students inquire about our football program, not necessarily as their sole interest in the University, but as part of the attraction of a complete University. How can one have any doubt but that dropping football would inevitably be a negative factor with these students? We know that many alumni are strongly in favor of the sport and support it energetically. If the interest of these people is lost, how can we expect to gain in alumni interest? We know that the public has our football activities and hence the University itself brought to its attention throughout the fall by write-ups of our games. What publicity is to replace this? We know that we now have the advantages and convenience of a conference affiliation that is of enormous assistance in arranging for a full schedule of intercollegiate sports. The Majority Report indicates that our varsity athletic program is most desirable other than for football. Does it not then border on the reckless to recommend a course of action which will almost certainly drastically weaken, even completely undermine, our over-all collegiate athletic program by depriving the

University of its conference affiliation? The Majority does not deny this likely result. It ignores the fundamental question by alluding to the hope, repeat hope, of the Majority Members, that "the Conference would decide to retain the University as a member school."

The Serious Deficiencies of the Proposed Alternative

Members of the Committee making the Majority Report apparently felt the necessity of recommending an alternative use of the funds devoted to the football program by proposing that certain academic scholarship grants be provided. Apart from the somewhat presumptuous assertion of University priorities as reflected by the Majority Report, this recommendation should be critically examined. Of course, there are literally hundreds of ways in which the University might spend \$77,871.00. And no one is opposed to more scholarships. The real question then is what assurance is there that such a scholarship program will contribute more (or anywhere near as much) to overall University objectives as does the football program? There is an extremely interesting statement in the Majority Report to the effect that the scholarship program has none of the disabilities that attach to the football program. But there was complete silence about the positive benefits of the football program and the complete inability of the proposed academic scholarships to compensate for such loss. In fact, a vast void in total University assets would result.

Since we must accept the proposition that the proposed scholarships would cost essentially the same as the football deficit, we must ask: How is a rational judgment to be made in this matter? Just what benefits will flow from such scholarships which will show a net gain over the obvious advantages of the current football program? Surely, if the academic scholarships would

have none of the disabilities of the football program, neither would they have any of the benefits. For example:

1. In what conceivable way would 25 (or even 50) new academic scholarships accrue to the benefit or enjoyment of the other students at the University?
2. How many new students would be attracted to the University just by knowing that we have, say, 1016 rather than 966 scholarships (number of scholarships and fellowships we now actually award).
3. What assurance is there that applicants for such scholarships would have promise of more prominent professional careers than do the football scholarship holders?
4. How much newspaper space or radio or TV time would the new scholarships receive?
5. How much additional alumni-giving would result if the University offered 50 new scholarships?

Merely asking these questions should convincingly demonstrate that 25 or even 50 new academic scholarships would contribute little or nothing in terms of the criteria by which the contribution of our football program to total University objectives is judged. This is in no way meant to minimize the importance of scholarships. But it is meant to emphasize the fact that the football program makes a very special contribution to the University from almost every perspective -- from the standpoint of students currently enrolled, prospective students, alumni, and in the impact of our activities on the general public. In fact, measured in terms of the cost/benefit ratio, the football detractors are challenged to show that any other scholarship program of comparable cost provides a greater net benefit to the University than does the football program.

The mere enumeration of the concrete benefits derived from the football program should convince any fair-minded person that not only do the positive gains from the program far outweigh the financial cost, but that the football program contributes substantial, distinct, and special values to the University Community that cannot be replaced by any other activity.

Obvious Inadequacy of the Majority Inquiry

As reported, only three faculty members were invited to the Committee hearings.

It was recommended by the Athletic Director and the two Minority Members that the Committee Chairman invite a more representative group of the University Community to the hearings. However, no member of a student organization, no one directly involved with student recruitment, no one involved in University alumni relations, nor any member of an alumni organization was invited to the hearings.

The Director of Athletics and the Minority Members also requested that the Committee hear representatives of local non-football schools, representatives of other urban universities having or not having football programs, and representatives of some of the prestige schools who do have football programs.

The Majority of the Committee paid no heed to these suggestions. Without this information how can the Majority Members conceivably contend that they have even examined the relevant sources of information, let alone developed a rational foundation for their drastic recommendation.

It is unfortunate that the Majority of the Committee felt that the urgency of filing a report was a more important consideration than the need for a thorough and deliberate assessment of the value of this significant program to the University's image and objectives.

The Minority Members of the University Senate's Committee on Athletics
recommend:

1. That football be continued at The George Washington University
as part of our present moderate intercollegiate athletic program.
2. That the Athletic Department reconsider every feasible means of
increasing football attendance and of conferring with every
segment of the University Community on ways in which the football
program can be made of maximum usefulness to University activities
and objectives.

Respectfully submitted,

Howard C. Pierpont, M.D.
Joseph H. Krupa
Robert K. Faris